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ABSTRACT

This course outline contains materials for use in conducting a course designed to prepare high school students for a number of community service occupations. Addressed in the individual units of the course are the following topics: interpersonal relationships with those needing services (families; aged, poor, handicapped, ill, and pregnant individuals; and infants and children); community aides (consumer and social worker aides, civil service, and entrepreneurship); therapeutic recreation aides; homemaker aides; housekeeping management assistants; and the world of work. Each unit of the outline includes parallel lists of concepts, behavioral objectives, suggested learning activities, and evaluation criteria as well as lists of related terms, suggested resources, and references. Student materials make up the appendix (the larger part of the volume). Included, to accompany each unit, are questionnaires; quizzes; check lists; flyers; practical information, such as how to reconcile a bank statement; and pertinent excerpts from related literature. (MN)

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COURSE OUTLINE

for

COMMUNITY SERVICES

Institutional, Community, Home Management and Support Services

HOME ECONOMICS AND CONSUMER EDUCATION

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UNION COUNTY REGIONAL HIGH SCHOOL DISTRICT NO. 1

1983

CE 038 235

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Institutional, Community, Home Management and Support Services

COMMUNITY SERVICES

Course Description:

This course is a full year course consisting of 3 consecutive periods everyday. It is a blend of class work, visitations, guest specialist speakers, and laboratory experience.

This course is primarily intended for the student who may wish to consider entering a Community Service occupation upon graduation from high school, or the student who desires exposure to these occupations before continuing their education in related fields.

This course presents a group of instructional programs that prepare individuals for occupations in: consumer assistance in decision making in relation to housing, food, clothing, community resources, and other homemaking concerns; assistance in the management of household tasks and interpersonal relationships and problems; providing recreational activities for individuals; provision of services for individuals in their home or in an institution; institutional/executive housekeeping; hotel/motel housekeeping; commercial cleaning.

Entry level occupations might include:

1. Institutional, Community, Home Management, and Support Services, General. An instructional program that generally prepares individuals for occupations in provision of services to the aged, infirmed, and handicapped in their homes and in institutions;

assistance in the management of household tasks and interpersonal relationships and problems; assistance to consumers in decision making in relation to housing, food, clothing, community resources, and other homemaking concerns; providing recreational activities for individuals; institutional/executive housekeeping; hotel/motel housekeeping; commercial cleaning.

2. Consumer Aide/Assisting. An instructional program that prepares individuals to assist consumers in making wise and satisfying selections and rational decisions in the marketplace. Includes instruction in preparing menus or recipes using food specials or in season foods, posting unit costs; demonstrating new food products and equipment; advising consumers on the use, care, and storage of products and equipment; preparing information exhibits, displays, and handouts; performing personal shopping services; and performing other activities that are appropriate in meeting the needs of consumers.

3. Social Worker Aide- An instructional program that prepares the individual to assist social worker in communicating with and counseling individuals. Instruction includes information on completing application forms; providing facts and answering questions concerning community services offered; interviewing clients for information and feelings; preparing reports of facts and observations; providing assistance in the counseling of clients with family problems.

4. Therapeutic Recreation Aide. An instructional program that prepares individuals to assist therapeutic recreation technician in providing recreational activities to patients. Instruction may be given in complete setting up, ordering and storing equipment and supplies; maintaining records; escorting patients to nursing units and therapy centers; maintaining cleanliness and order in treatment areas.

5. Program Aide. An instructional program that prepares individuals to assist program director in organizing and leading groups of senior citizens, children, and adolescents in activities. Includes instruction in development of recreational programs for different ages; generating interest in various activities, such as arts and crafts and dramatics; demonstration of techniques for active sports; helping individuals develop new skills and interests.

6. Homemaker's Aide. An instructional program that prepares individuals to assist the homemaker in the management and operation of the home. Includes instruction in the care and guidance of children; care of the aged or convalescent; meal planning, marketing, and fool preparation and service laundering and caring for clothing and household linens; cleaning and caring for home furnishings, Household furnishings and household; equipment; overall management and decision making; performing other duties to protect or promote the well being of the aged/elderly by assisting them in living independently in their homes, thus preventing adverse effects of isolation and loneliness.

7. Companion to the Aged. An instructional program that prepares individuals to assist aged persons with personal, social, and business affairs. Including grooming and dressing, care for clothing and household linens, preparation and service of meals, practice of safety measures to prevent accidents; keeping house, answering correspondence and paying bills; outings for experience or social activities; reading, playing games, playing cards, or other entertainment activities.

8. Executive Housekeeping. An instructional program that prepares individuals to clean and care for floors, floor coverings, walls, woodwork, windows, window treatments, furnishings, and equipment; make beds, launder and store household linens; and use cleaning and sanitizing compounds, fluids and chemicals correctly to protect health and safety of individuals. Advanced instruction and training prepare learners to assume executive housekeeping duties such as establishing standards and procedures for housekeeping staff, planning work schedules, making recommendations to management for repairs, replacing, or relocation of furnishings, equipment, or space, keeping inventories of supplies and equipment; and evaluating performance of staff with recommendations for promotion or dismissal.

9. Custodial Services. An instructional program that prepares the individual to clean and care for buildings; fixtures; furnishings; such as linoleum, plastic, terrazo, tile, rugs, and wood; and wall coverings such as panel, plastic, wood, and synthetic materials. Instruction is given in using

and caring for tools, dusting, wet mapping, scrubbing, waxing, and refinishing surfacrs; cleaning toilets, windows, and walls applying various cleaning agents, protective coatings, and disinfectants; scheduling work, and purchasing custodial supplies.

10. Institutional, Community, Home Management, and Support Services, Other. Any instruction program in institutional, community, home management, and supporting programs not described above.

The units in this course of study are as follows:

I: Interpersonal Relationships
II: Community Aides
III: Therapeutic Recreation Aide
IV: Homemaker Aide
V: Housekeeping Management Assistant
VI: World of Work

This 11th grade course is followed in the senior year by a second course (Part II) which concentrates on a supervised cooperative work experience in the institutional, home management and supporting service.

Prerequisites:

A student must have earned forty-six (46) credits prior to enrollment.

Evaluation of the Community Services

75% of the marking period grade is determined by the students' ability to meet the objectives of the course by having them complete the evaluations listed at the end of each unit. As seen from the evaluation sections at the end of each unit evaluations can be written tests, demonstrations of competencies and varied projects. As much as possible the competencies tested will be weighted evenly in averaging the grade for the student.

25% of the marking period grade is determined by averaging grades earned in class for small classwork and homework assignments as well as student effort, interest, attentiveness, cooperation, responsibility and interaction.

Please note:

1. Assignments are expected to be handed in on time. If points are to be taken off for being late, this will be announced. Deadlines for handing in work will be announced.
   Make-up work is the responsibility of the student. Under normal circumstances the student should complete the make-up work within one week after returning to school. If special circumstances prevent this the teacher may make other arrangements. The teacher may refuse to accept work that is too late.
2. The attendance policy of the school will be followed. The policy states that any student who is absent more than 18 days for a full year course will fail the course.

Unit I

Interpersonal Relationships with those needing Services

A. Family

B. Aged

C. Poor

D. Handicapped

E. Ill

F. Infants and Children

G. Pregnant

Unit: Interpersonal
Subject: Family

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
Family (as a whole)	The student will be able . . .	-Students look up definition in dictionary and discuss.	
A. Definitions		-Lecture.	
B. Functions 1. Socialization 2. Reproduction 3. Love/Affection/Security 4. Protection 5. Recreation 6. Economic	-To describe the functions of the family in society	-Have students brainstorm what their family does/is for them and share with class. Make composite list.	-To achieve 65% or better on written test.
C. Types/Lifestyles 1. Nuclear 2. Single/Divorced Parent 3. Extended Family 4. Commune 5. Living Together 6. Childless Family	-To explain the effect of alternative family structures upon family members	-View filmstrip "The Family"-Explain types and functions. -Students brainstorm lifestyles visible. -Give examples of, various family situations and have students identify the type and, it's influence. -View film "Children of Change" about working mothers. -Students keep a running vocabulary list.	-To achieve 65% or better on written test.
D. Family Cycles 1. Beginning stage 2. Expanding stage 3. Launching - empty nest - youth oriented 4. Contracting-role reversal	-To identify the ways that family life cycles influence family adjustments, responsibilities, and activities	-Flannel board: family life stages.	-To achieve 65% or better on written test.
E. "The Changing Family" 1. Size 2. Roles 3. Mobility 4. Age of Marriage		-Have students make bulletin boards or posters depicting the Changing Family. (Possible FHA activity) -Discussion of changes in own family.	

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
Sibling Relationships in family. 1. Position a. Only Child b. Youngest Child c. Middle Child d. Oldest Child 2. Rivalry		-Students complete sex role Opinionnaire (Appendix). -Introduction of self and class members in relation to their family situation i.e.: youngest of three girls.	
Individuals in Families 1. Influences on Behavior a. Heredity b. Developmental Process c. Environment d. Interests 1) Value System a) Intrinsic/Extrinsic b) Active/Passive 2) Standards of Behavior a) Inner rules & regulations b) Vary with age and socioeconomic level.	- To identify behavioral influences, needs, emotions, and values of individuals.		-To achieve 65% or better on written test.
2. Physical Needs a. Essential Needs 1) Deprivation - Death 2) Satisfaction 3) Food 4) Shelter 5) Clothing b. Comfort Needs 1) Not essential 2) highly desirable c. Way of meeting differs 1) Cultural influences 2) Self-reliancy/dependency 3) Socioeconomic level			

Unit: Interpersonal
Subject: Family (Individuals)

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
3. Social Needs a. Security b. Structure (routine) c. Love and Affection d. Interaction e. Self-esteem 1)acceptance 2)appreciation 3)respect f. Success g. Stimulation			
4. Emotions a. Effects 1)Physical 2)Mental 3)Spiritual		-Students look at several case histories. Discuss possible emotions involved and effect.	
b. Positive emotions 1)Happiness 2)Love 3)Self-confidence c. Negative Emotions 1)Fear 2)Anger 3)Grief 4)Guilt d. Patterns 1)Intensity and frequency 2)Temperament 3)Mood Swings e. Using Emotions constructively 1)Accent Positive 2)Deal with Negative			

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
5. Values a. Intrinsic/Extrinsic		-View Filmstrip "Developing Values".	
b. Influence of Values 1)resources a)Time b)Money c)Energy 2)Ideas 3)Feelings 4)Actions		-Read Ch. 4 "Decision Making and Values" in Person to Person.	
c. Source of Values 1)Family 2)Peers 3)Others		-Students make posters depicting why values are important in a family structure. -Students complete "Forced Value Test" (Appendix).	
d. Valuing process 1)Choose Values 2)Prize Values 3)Live Values			
Family Problems 1. Divorce a. Contributors 1)Financial instability	-To identify several problems that arise in families and the adjustments needed	-Lecture.	-To achieve 65% or better on written test.
2)Occupation 3)Different Values a)Interclass b)Interfaith c)Interethnic d)Intergenerational		-Guest speaker Marriage counselor or Lawyer.	
b. Adjustments 1)Economic functioning 2)Authority Patterns 3)Household Responsibilities 4)Social and Psychological Supports		-Given a specific case problem, students will discuss it's factors and the adjustments needed. -View filmstrip "Divorce: Children in Crisis".	

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
2. Remarriage a. Contributors 1)love 2)companionship 3)economic security 4)child rearing b. Adjustments 1)family membership 2)authority 3)time 4)roles		-Students brainstorm reasons for and adjustments to remarriage.	
3. Unemployment effects a. emotions 1)inadequate [illegible])depression 3)disappointment 4)fear b. Standard of Living c. Routines (structure) d. Treatment 1)positive attitude 2)retrain or reeducate 3)financial plan e. (Also see section on Poor)		-Guest speaker, school psychologist or person from employment agency.	
4. Alcoholism a. Contributors 1)escape stress 2)escape family problems b. Effects 1)economics 2)responsibility c. Treatment 1)deal with problems 2)support from others		-Have a guest speaker in from Alcoholics Anonymous. -View film "Soft is the Heart of a Child" about children of alcoholics.	

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
5. Moving a. Emotions 1)insecurity 2)loss of friendship 3)home sick b. Treatment 1)sense of involvement 2)anticipation		-Discussion.	
6. Abuse (Child and Spousal) a. Types 1)physical abuse 2)physical neglect 3)sex abuse 4)emotional abuse 5)emotional neglect b. Contributors 1)release of frustration 2)cycle effect 3)poor self image 4)poor health 5)insufficient income c. Emotions 1)anger 2)rejection 3)ashamed 4)guilt		-Discussion. -Guest speaker from Division of Youth and Family Services. -Students view film "Wife Beating".	

Unit: Interpersonal
Subject: Special Groups (Aged)

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
II. Aged A. Definition	-To identify basic physical, emotional, social, and economical characteristics of the elderly	-Discussion - "What comes to mind when you think of aging?""How old is old?" "What will you be doing 50 years from now?".	
B. Physical Characteristics 1. Decreased Senses a.eyes-1st to go		-Using Dictionary-define Aged, Old Age, Elderly.	-To achieve 65% or better on written test.
b.hearing c.touch d.taste and smell e.perception of pain f.isolated into own world		-Fieldtrip to Senior Citizen center or nursing home. To list the physical, emotional, social and economical characteristics observed.	
g.resists aids 1)glasses 2)hearing aid		-Lecture. -Given a drawing of a person, cite the physical changes that occur as the person ages.	
2. Decreased Functions a.Mobility 1)less activities 2)less friends 3)more exhausted		-View filmstrip "Old Age" or "Growing Older." Answer worksheet on filmstrip.	
b.Flexibility c.Speed 1)reactions 2)blood circulation 3)respiratory organs		-Have students simulate amputations, stroke, loss of sight, hearing loss, etc. Stay in the disabled role a period of time. Discuss fears, frustrations, and attitudes.	
d.Memory 1)remember old things 2)forgets new things e.Resistance to disease			
3. Decreased Appearance a.Loss of hair, teeth, weight b.Wrinkles c.Not able to care as well.		-View Filmstrip "How would you like to be Old".	

Unit: Interpersonal
Subject: Special Groups (Aged)

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
C. Emotional/Social Characteristics 1. Stages of Dying a. Denial b. Anger c. Bargaining d. Depression e. Acceptance		-Students express own feelings about death and dying. "Attitudes Toward Death". (Appendix). -View filmstrip "OK to be Old." "Approaches to Aging." -Discussion of what losses are experienced by patients? a. Loss of identity. No longer the salesman, farmer, accountant, family head, homemaker, now just a patient. b. Loss of independence. No longer allowed to make own decisions. -Discussion: Importance of allowing patients to reminisce about happier times.	
2. Other Feelings a. Frustration b. Insecurity-loss of identity c. Fear of 1) dependence 2) being alone 3) permanent damage		a. How can we help patients preserve own identities? b. In what ways can we encourage patients to make as many decisions for themselves as possible? c. Importance of allowing patients to keep pictures, personal effects, perhaps a TV, radio, or special easy chair, if they have been forced to to move in with a relative.	
3. Needs a. Self esteem b. Affection c. Recognition of 1) individual 2) contribution a) love b) knowledge c) experience d) time d. Independence e. Hope		-Discussion - How do different cultures feel about the aged? What contact have the students had with the aged? How do they feel about their family members, some day being placed in a Nursing Home? -Design a collage showing the positive elements of aging. -View film "Bubby", a fresh look at aging. -View film "Close Harmony" breaks gap between young people and aging people.	

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
		-View film "Peege" - shows aging process from fun loving to senile. -Role play various situations to see how elderly would feel about them. (Appendix) -Bring in a picture and/or write a short composition on an elderly person who you admire because of his/her positive contributions.	
D. Economic Characteristics 1. Greatest fear - run out of money 2. Fixed Income 3. Social Security 4. Dwindling Savings 5. Affects Decisions a. Housing b. Lifestyle 6. Leave money to kids 7. Medical a. Doctor/Hospital b. Homemaker Assistance c. Nursing Home		-Have Senior Citizen panel from community in to talk about finances as they see them. (Prepare a list of questions for them ahead of time.) -Discuss how the physical, emotional and economic pressures on the aged might interrelate (i.e. lack of money → poor nutrition→weakness and depression→illness→ crabiness.)	
E. Living Situations 1. Influenced by a. Relatives b. Money c. Own measure of self-sufficiency 2. Types a. Independent Living 1) own home 2) with relatives b. Congregate Housing 1) Senior Citizen Housing 2) SRO Hotels 3) Boarding Homes	-To explain differences in types of housing available to the aged and some advantages and disadvantages to each type.	-Lecture. -Fieldtrip to various housing types -Students plan an activity to be used with (activities like bowling, Christmas caroling) people in Senior Citizen housing, showing knowledge of facilities. -Read Public Affairs Pamphlet No. 556 "Where older people live: living arrangements for the elderly." -View film "Home for Life", portraying problems of institutional procedures and patient adjustment.	-To achieve 65% or better on written test.

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
c.Limited Care Facilities 1)Group Homes 2)Foster Homes		-View film "The Rights of Age", explaining an elderly's move from large house to apartment, and their feelings and the community's feelings.	
d.Long-term Care Facilities 1)Usually for sick 2)Nursing Homes		-View film "Nell and Fred" - adjusting to their living situation.	
3.Changes created by living situation a.role reversal b.decreased self sufficiency c.increased dependence d.financial output		-Given examples of an elderly person's living situations, students describe changes they see as possible.	
III. Poor			
A. Definition -subjective condition		-Lecture.	
B. Physical Characteristics 1. Poor Health a.Some Malnutrition b.Some Increased vulnerability to disease-chronically ill. c.Some dirty-unkept	-To identify basic physical, emotional and economic characteristics of the poverty stricken individual or family	-View filmstrip "The American Poor: A Self Portrait" -Guidance Associates. -Locate and read newspaper/magazine articles about Poverty in America.	-Book report on a poverty situation, and how it effects the emotional, physical, and psychological needs of the family. (For suggested list of books -(Appendix)
2. Less Education a.Some illiterate b.Some lack intellectual curiosity and interest c.Some lack background or experience 1)Reason a)Different lifestyle b)Parent's aren't educated		-Students brainstorm beliefs and prejudices about the disadvantaged family, teacher exposes misconceptions. -Students watch Sesame Street. -Students brainstorm and discuss the interrelationship of characteristics. How one problem promotes another (also cyclical) Example-no food→cannot think at school.	

Unit: Interpersonal
Subject: Special Groups (Poor)

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
2)Programs a)Head Start b)Sesame Street, etc.		cont'd (others to start with housing, health, overcrowding, education, violence, marital stability.)	
3. Large Family Size a.Accomplishment b.Lack of supplies and knowledge			
C. Emotional Characteristics 1. Poverty of Spirit a.Less self-respect b.No prestige c.Failure to reach goal d.Self perpetuating		-Lecture. -View film "Children Without".	
2. Relationships a.Marital instability b.Parents lose control of children-early age c.Social dissatisfaction d.Family Structure 1)Male image different 2)Patterns maternally 3)Mad at the world		-Students brainstorm why and how values may be different for families in poverty. -View filmstrip "Cities, People and their problems."	
3. Causes of Stress a.Stress b.Finances c.Children 4. Different Values a.Job vs. Social b.Education c.Religion d.decorating e.Car vs. House f.Children vs. possession			

Unit: Interpersonal
Subject: Special Groups (Poor)

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
D. Economic Characteristics		-Discussion.	
1. Poverty caused or effected by a. Unemployment b. Physical location c. Age d. Race e. Creed f. Health		-Read "Varied Ways to Count America's Poor" and "The Color of Poverty"-by Census Bureau (Appendix).	
2. Level of Poverty based on a. Yearly Income b. Farm vs. nonfarm c. Family size			
E. Living Situations 1. Condition of Housing a. Standard b. Substandard (Slum) 1) Landlord can't fix 2) rent control 2. Public Housing a. 1/4 Income b. HUD 3. Other Housing Programs a. Rent supplement and private housing b. Insurance -F.H.A. c. Loan - F.H.A.		-Fieldtrip to tour Inner City area and visit housing project. -View film "The Tenement" -Vocabulary list.	

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
IV. Handicapped			
A. Definition 1. Physically a. Blindness b. Cerebral Palsy c. Deafness d. Multiple Sclerosis e. Genetic Handicaps 2. Mentally a. Mental Retardation 1) EMR-Educable Mentally Retarted 2) TMR-Trainable Mentally Retarted b. Mental illness	-To identify basic physical, emotional and economic characteristics of the handicapped individual and how it effects their family.	-Lecture. -Visit Center for Handicapped. Students should interact with clients while noting their own feelings and the characteristics of 2 individuals' handicaps. -Speaker from a center for Cerebral Palsy, Cystic Fibrosis or Mental Retardation to talk about the effect a handicapped child has on a family. -View film "People Who Care". -View film "Something's Happening to Tom". -Have each student research a handicap of their own choice, simulate that disability for a given period of time, and then report findings from research and their fears and feelings of their own experience as a "Handicapped."	-To achieve 65% or better on the written test.
B. Physical Characteristics 1. Causes a. Disease b. Accident 2. Impaired Senses a. Blind b. Deaf c. Mute 3. Impaired Functions a. Legs b. Arms c. Hands-Fingers d. Brain		-View filmstrip "Physical Disabilities" and "Intellectual Disabilities". -Investigate Special Olympics. Students assist in games and training. (Possible FHA activity.) -View film "A Dream to Grow On". -View various aids and appliances used by the handicapped and elderly/or Field-trip to Center for Independent Living-Aged Handicapped (CILAH); College of St. Elizabeth. -View Film "What Do You Do When You See A Blind Person?". -Guest Speaker - Teacher of TMRs	
4. Impaired Appearance		-Students go through simulated activities in which they experience feelings of handicapped. ex: -read words typed backwords -do Math problems for College Graduate Student.	

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
C. Emotional Characteristics 1. Handicapped Feelings a. Flucuates between 1) Anger 2) Self-pity 3) Acceptance b. Barriers Cause 1) Frustration 2) Sense of Accomplishment		-Students listen to "Getting Through"-showing how those with hearing loss hear. -Guest speaker (s) - Handicapped Individual (s) describe problems they face and their feelings. -View film "Being"-about Handicapped feelings. -Students brainstorm places handicapped people would find barriers; stores, vacation places, airport, pools, etc. -Visit handicapped or TMR class, do a seasonal craft with them, or plan a party considering their various needs and feelings. (Possible FHA activity). -Students brainstorm how to set up a kitchen for handicapped.	
2. Parental Feelings a. Stages (Similar to those towards death) 1) Denial 2) Guilt and Anger 3) Sadness 4) Adaptation 5) Acceptance b. Overprotective c. Siblings resent handicapped		-Panel of parents who have handicapped students, tell how handled the crisis and describe positive and negative factors involved. -View film "A World of the Right Size".	
3. Others Feelings about Handicapped a. Uncomfortable b. 2nd Class Citizens c. Exclude from many things		-Students take "Assessment of our Attitude" (Appendix) before and after unit on handicapped. Note differences. -Students work with the retarded students (high school/grammer school) doing various holiday parties, crafts and activities throughout the year. (Possible FHA activities).	

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
D. Economic Characteristics 1. Extra Expenses a.Architectural b.Medical c.Education d.Transportation e.Time		-Using handicap researched earlier, investigate several changes that put extra economic stress on the family. (ex: find cost of Wheelchair, cost and number of visits to Doctor, estimate of converting steps to ramp or elevator.)	
2. Assistance a.Insurance b.Federal c.Community d.Income Tax Deductions		-View film "Handle With Care." -Read about tax deductions available See IRS Publication on 907 "Tax Information for Handicapped and Disabled Individuals".	
V. Ill			
A. Definition		-Lecture.	
B. Physical Characteristics 1. Length a.Temporary b.Terminal	-To identify basic physical, emotional and economic characteristics of an ill individual.		-To achieve 65% or better on written test.
2. Disturbance of Routines		-View filmstrip "Illness: Children In Crisis".	
C. Emotional/Social Characteristics 1. Reactions to Illness a.Denial b.Depression c.Impatience d.Over Dependence		-Discuss own experiences with Illness-reactions and desires. -Discuss "Reactions to Illness" ditto (Appendix).	
2. Needs a.Independence b.Comfort c.Dignity d.Stability			

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
D. Economic Characteristics 1. Loss of Regular Income 2. Medical Expenses 3. Need of Homemaker Service			
I. Infants and Children A. Definition	-To identify basic physical and emotional characteristics of infants and children.	-Lecture. -Have a new mother and/or father come in with baby and talk with students.	-To achieve 65% or better on written test.
B. Physical and Emotional Characteristics 1. Erickson's Stage of Life a. Infancy 1) Newborn - 1 year 2) Trust a) helpless b) innocent c) lack control		-View filmstrip "How An Average Child Behaves from Birth to Age 5". -Fieldtrip to Nursery School or Day Care Center, list various physical and emotional characteristics (Students discuss own list and make composite list.)	
b. Toddler 1) 2-3 years 2) Independence-Autonomy a) Into Everything b) Says "NO" c) Learning talk, walk		-View filmstrip "Children".	
c. Preschool 1) 3-6 years 2) Imagination and Initiative a) ask questions b) imitate c) Imaginary Playmates		-View filmstrip "Understanding Children: Ages 6-12".	

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
d. Early School 1) 6-10 years 2) Industry a) collect things b) Capable c) Like to Succeed		-Given a stage in Childhood, students role play that age displaying the characteristics particular to that age. (Appendix).	
e. Pre and Early Adolescence 1) 10-14 years 2) Identity a) Close friendship b) Belong to group c) sensitive			
f. Late Adolescence 1) 14-17 2) Intimacy a) opposite sex b) close friends c) want to feel sure		-Plan a party for young children and carry out. Party should show evidence of trying to fit activities to childrens' needs of that age group. (Possible FHA activity.)	
g. Young Adult 1) 17-21 2) Parental and Social Responsibility a) Care for others b) Social welfare c) Leadership		-Students role play children and their reactions in given situations, using information on the various stages. -Students read chart "Erickson-Guide For Developing Wholesome Personality". (Appendix). -Students read Chapter 1 and take Personality test in Comtemporary Living. -Read Poems about Children and Parenting (Appendix).	
h. Adult 1) 21-Up 2) Integrity a) Reliability b) Tolerance c) Flexibility d) Persistance e) Ability			

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
2. Reaction to Crisis a.Death b.Separation From Parent's 1)Parent's absent 2)Child absent c.Illness		-View filmstrips "Death: Children In Crisis" and "Illness: Children In Crisis".	
VII, Pregnancy A. Definition		-View filmstrip "More Than Love"; "Prenatal Care" or "Pregnancy".	
B. Physical Characteristics 1. Prevention of Birth a.Rhythm b.Pill c.IUD d.Diaphragm e.Foam, jelly or cream f.Condom g.Sterilization		-Discussion on various methods of Birth Controls, their advantages and disadvantages. (Appendix) -Guest Speaker from Planned Parenthood. (Appendix) -Students attend a prenatal seminar. Following session, talk with an expectant mother and/or father concerning their emotional, physical and economic conditions.	
2. Prevention of Birth Defects a.Nutrition 1)Weight gain 2)Diet b.Smoking c.Coffee d.Drugs e.Rubella f.Over-counter drugs		-Students read Chapter 31 "A Birth Right", in Relationships: A Study in Human Behavior. -Students participate in a walk-a-thon and fund raising for March of Dimes, Cure of birth defects, (Possible FHA Activity).	
3. Side Effects a.Morning sickness b.Miscarriage c.Hormones/drugs d.Vericose veins e.Water retension f.Hemorrhoids		-Students make posters or display on Child-care. i.e. toy safety poison proofing home Preventing birth defects	

Unit: Interpersonal
Subject: Special Groups (Pregnancy)

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
C. Emotional Characteristics 1. Appearance 2. Expectancy-anticipation 3. Husband 4. Postpartum Blues D. Economical Characteristics 1. Medical a. Hospital b. Doctor 2. Layette			

Interpersonal

Terms to Know:

Family
Socialization
Economic
Nuclear Family
Extended Family
Commune
Beginning Stage
Expanding Stage
Launching Stage
Emptynest Stage
Contracting Stage
Role reversal
Aged
Gerontology
Life Cycle
Geriatrics
Bargaining
Depression
Insecurity
Self esteem
Fixed Income
Social Security
Congregate Housing
Limited Care Facilities
Long term Care Facilities
Low income
Vulnerability
Malnutrition
Head Start
Poverty

Illiterate
Public Housing
E M R
T M R
Pension
Senility
Chronic
Mute
Adaptation
Adolescent
Hospice
Ghetto (slum)
F H A
H U D
Supplement
Terminal illness
Infancy
Pre natal
Medicare
Medicaid
I U D
Condom
Rhythm
Sterilization
Post partum
Abuse
Neglect
Intrinsic
Extrinsic
Temperament
Active
Passive
Sibling

Interpersonal

Resources

Speakers

- Union County Department on Aging
- Union County Board of Special Services
- Minister
- Welfare Department
- Medicare or Hospital Billing Department
- Medicaid Representative
- Handicapped Individual
- Center for Cerebral Palsy; Cystic Fibrosis; Mental Retardation
- Panel of Parents with Handicapped Children
- New Mother and/or Father
- Panel of Senior Citizens
- Teacher of Trainable Mentally Retarded
- Planned Parenthood
- Division of Youth and Family Services
- Alcohol Anonymous
- Marriage Counselor
- Lawyer
- School Psychologist

Interpersonal

Resources

Films and Filmstrips

"A World the Right Size"-(Appendix)
"Handle with Care"-(Appendix)
"Old Age" - Occupational Resource Center; Edison, N.J.
"Growing Older" - Butterick Publishing
"How Would You Like to be Old?" - Guidance Association
"OK to be Old: Approaches to Aging"- Sunburst Communications
"Bubby" - (Appendix)
"A Dream to Grow On" - (Appendix)
"Close Harmony" - Union County College Geront. Dept.
"Peege" - Monmouth County Library
"Home for Life"-(Appendix)
"The Rights of Age" - (Appendix)
"Nell and Fred" - Monmouth County Library
"The American Poor: A Self-Portrait"- School
"Children Without"- School
"The Tenement"-(Appendix)
"Physical Disabilities" - Parents' Magazine
"Intellectual Disabilities" - Parents' Magazine
"What do you do When you See a Blind Person"
Film Library - American Foundation for Blind,
15 W. 16th St., N. Y., N.Y. 10011
"How An Average Child Behaves from Birth to Age 5"-
Parents' Magazine
"Understanding Children: Ages 6-12"-Parents' Magazine
"More Than Love" - Guidance Associates
"Illness: Children in Crisis" - Parents' Magazine
"The Family" - Schlat
"Prenatal Care"- Parents' Magazine
"Pregnancy" - Parenthood Series
"Cities, People, and Their Problems"- School
"Developing Values"-Guidance Assoc.
"Wife Beating" - Morris County Library; 285-6116
"Children of Change" - N.Y. State Museum
"Soft is the Heart of a Child - Modern Talking Pictures 11361
"Being" - Morris County Library #2218
"People Who Care" - NJ State Museum Film Loan Service
"Something's Happening to Tom" - Modern Talking Pictures 15277
"Children" - School

Interpersonal

Resources

Materials

Flannel board: family life stages

Dictionary

"Where Older People Live: Living Arrangements for the Elderly" Public Affairs Pamphlet

Magazines and Newspapers - for articles
Aids and Appliances for Handicapped.

Income Tax information about handicapped deductions
"Ageism" - Public Affairs Pamphlet

"ABC's of Birth Control" Planned Parenthood

"Family Planning Methods of Contraception"-U.S. Dept of HEW.

"Contraception? Facts on Birth Control" Patient Info. Library

"Growing Older" Sandoz Pharmaceuticals

"Getting Through"- Zenith Corp., Illinois - School

"Tax Info. for Handicapped and Disabled Individuals" IRS publication 907

"Aging" Magazine

"American Assn. of Retired Persons News Bulletins"

"Families" - Periodical

"Psychology Today" Magazine

Interpersonal

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"Growing Old, Feeling Young", Newsweek Nov.1, 1983, pp 56-60.

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UNIT II

Community Aides

A. Consumer Aide
B. Social Worker Aide
C. Civil Service
D. Entrepreneurship

Unit: Community Aide
Subject: Consumer Aide

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
Consumer Aide A. Job Description 1. Some Basic Responsibilities	The student will be able to. . . . -To briefly define the job of a Consumer Aide and several places of employment	-Guest Speaker Consumer Aide describe what they do. -Students look in Dictionary of Occupational Titles and Occupational Outlook Quarterly to find descriptions.	-To achieve 65% or better on written test.
2. Places of Employment a. Housing Authorities b. Appliance Companies c. Insurance Companies d. Better Business Bureau e. Department Stores f. Welfare Departments		-Look through various Occupational Briefs. -Lecture. -View filmstrip "Careers in Consumer Affairs."	
3. Qualifications			
4. Advancement			
5. Earnings			
6. Going On a. Education b. Career Possibilities			
B. Consumer rights 1. The Right to be informed: a. Fraudulent operators b. Mail orders, phony ads c. Charity frauds d. Correspondence courses e. "Buy now pay later" schemes f. Bait and switch g. Fly-By-Nite Establishments	-To identify four rights of the consumer	-Lecture. -View "Your Rights-Make the Most of Them" filmstrip. -View filmstrip: "Shopping Savvy" -Students go over and discuss ditto Rights and Responsibilities (Appendix). -View film "Advertising Information: Persuation or Deception". -Keep a vocabulary list of consumer terms. -Complete Questionaire on slogans and read dittos about advertising frauds. (Appendix)	-To achieve 65% or better on written test.

Consumer Aide

Some Basic Responsibilities

a. Examine products/services for cost, quality and use

b. Set up displays

c. Demonstrate products

d. Develop factual reports

e. Contact customers and agencies

f. Request data

g. Evaluate budgets

h. Interview people

i. Complete and examine form and records

j. Conduct surveys

k. Investigate complaints and reports

l. Evaluate contracts, guarantees, warranties, and advertising material

m. Provide information

n. Handle complaints

o. Answer phones and receiving complaints

p. Fill in forms

q. Identify goals and problems

r. Suggest improvements

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
		-View filmstrip "Learning From Labels"- or "Read the Label".	
h.Advertising frauds 1)labeling 2)guarantees 3)warranties 4)TV, radio, newspaper, magazine 5)contracts		-Students complete worksheet "How I Deal With Warranties and Guarantees" (Appendix). -Students bring an example of any labels, warranty, and/or guarantees. -Students compare a list of foods for cost using posted unit pricing.	
i.Labelling			
j.Unit pricing			
k.Seals of approval 1)UL (Underwriters Laboratory) 2)Good Housekeeping 3)Parents Magazine		-In class students look through magazines and newspapers for deceptive advertising.	
2. Right to safety a.Drugs b.Prescription c.Non-prescription d.Household cleaners e.Cosmetics f.Appliances		-Students bring an example of any label, warranty and/or guarantees for safety information. -Teacher puts out a selection of household cleaners from the room and students analyze as to ingredients, antidote listing, child proof caps, and how and where to store.	
3. Right to Choose a.Reasons for choosing a product: 1)Recommendations 2)Necessity 3)Impulse 4)Price 5)Availability 6)Values 7)Advertising/Packaging 8)Brand Names		-Students brainstorm reasons why the consumer chooses a particular product. Students analyze why they bought a particular current product. -Students choose a specific product such as stereo or car and investigate its cost in different stores, its rating in consumer reports, credit available, etc.	

Unit: Community Aide
Subject: Consumer Aide

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
9) High Pressure Salesman		-Students write public announcement spots about the rights of consumers. Have local radio or school system include in their programing (Possible FHA Activity.)	
10) Habit		-View filmstrip "Free to Choose".	
11) Ecology		-Students make poster or display on a consumer topic. (Possible FHA Activity) -Students write articles for school newspaper on consumer problems and how to handle them. (Possible FHA Activity)	
b. Services difficult to choose		-View filmstrip "Operation You".	
1) Doctors			
2) Lawyers			
3) Utilities			
4) Funeral			
5) Major repairs			
4. Right to be heard			
a. Agencies		-Handout on listing of agencies.	
1) FTC			
2) FDA		-View film "The Better Business Story" available free loan from local Better Business Bureau.	
3) FIC			
4) Better Business Bureau			
5) N J State of Consumer Affairs			
6) Small Claims Court		-Read Ch. 8 "Smart Shopping" in Living Today.	
b. Ways to handle Consumer problems			
1) register complaint with store		-Guest Speaker from Consumer Affairs, Dept of NJ, Newark, or Better Business Bureau; or any of the listed agencies.	
2) register complaint with manufacturer			
3) contact consumer agency		-Given a hypothetical consumer problem-discuss best route for complaint.	
4) small claims court			
5) obtain a legal representative			
6) write your Congressman			

Unit: Community Aides
Subject: Consumer Aide

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
C. Basic Understanding of Personal Financial Planning	-To be able to plan a budget for a family, based on their income, needs, values, and goals.	-Lecture. -View film "Personal Financial Planning".	-Planning and balancing a budget for a hypothetical family based on it's needs, values, and goals.
1. Understanding paycheck deductions. a. Income tax b. Social Security c. Miscellaneous deductions		-Students examine pay check stubs. -View film "Sam'l & Social Security" free loan from local Social Security Office or filmstrip "Social Security". -Students complete worksheet "How Much Do People Pay?" about Social Security. (Appendix)	
2. Understanding of financial decision making based on needs, values and goals. a. Examining values		-Students review and discuss values covered in Unit I.	
b. Decision Making steps 1)identify problem 2)list options 3)think about options 4)make decision 5)be responsible for choice		-Read Chapter 2 and 3 on Decisions and Goals in Living Today. -Students go through the decision making steps in deciding on a consumer purchase.	
c. Budgeting based on needs, values, goals. 1)fixed expenses 2)flexible expenses 3)savings 4)locating areas that can be changed to improve budget		-Students make a personal budget (Appendix). -Students make suggestions to improve a poorly planned budget.	

Unit: Community Aides
Subject: Consumer Aide

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
3. Basic Understanding of advantages and disadvantages of various ways to save a. Piggy Bank b. Banks c. Bonds d. Stocks e. Real Estate f. Annuities g. Mutual Funds		-Lecture and discussion of pros and cons of each method of saving. -View filmstrip "Savings and Investment Planning". -View film "How Stocks are Bought and Sold". -Guest Speaker from local Banking Institution. -Read Chapter 4,5,and 6 in Living Today.	
4. Understanding Checking Accounts a. Writing Checks b. Recording Checks c. Balancing		-Students wri[illegible] and record sample checks. (Appendix) -Students ba[illegible]ce sample checking account. (Appendix)	
	-To identify the characteristics of investments, credit, and insurance.		
5. Understanding credit buying a. Types of credit b. Advantages and disadvantages of credit c. Rules for safe use of credit		-Lecture and discussion. -View film "Wise Use of Credit". -Examine credit contracts. -Students complete credit application and rate themselves for a loan. (Appendix)	-To achieve 65% or better on written test.
6. Basic Understanding of Insurance a. Life Insurance 1) Whole Life 2) Limited Life 3) Endowment 4) Term b. Auto Insurance c. Homeowners Insurance d. Health Insurance		-Students view filmstrip on Auto and Home Owners Insurance. -View film "Life Insurance what it Means and How it works." -Guest Speaker-insurance agent. Explain insurance and set up realistic programs for a young single person and for a married couple. Include life, health,auto and property insurance.	

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
		-Read Chapter 19 "Insurance" in Living Today. -Examine Insurance rate charts and Hospital Plan Pamphlets. -View filmstrip "Dollars for Health".	-To achieve 65% or better on written test.
D. Special Consumer concerns of families in various stages in family life cycle. 1. Beginning 2. Expanding 3. Launching 4. Contracting	-To identify special consumer concerns in each of the four stages of the family life cycle.	-Flannel board: family life cycle. -Radioscopics; used to motivate the brainstorming and discussion of financial and emotional needs of each stage.	
E. Consumer concerns of groups with special needs and programs meeting those concerns. 1. Low Income Family a. Food Stamps b. Welfare c. Medicaid 2. Aged a. Medicare b. Other Health Insurance 3. Handicapped 4. Non-English Speaking 5. Broken Family	-To identify some of the special consumer concerns of elderly, handicapped, non-English speaking individuals, and low income or broken families. -To identify some programs that assist people with special consumer concerns.	-Students read information about Welfare and Medicaid (Appendix). -Speaker from Union County Board of Social Services. -View filmstrip "Welfare". -Students pretend they are Welfare recipient and write an essay defending their situation. Discuss discrimination, the economy, and unemployment. -View film "You and Medicare"- U.S. Dept. of HEW: Social Security Administration	-To achieve 65% or better on written test. -To achieve 65% or better on written test.
F. Understanding the job competence needed for consumer aide 1. Using the Phone a. using various types of phones b. answering phone c. taking messages	-To be able to perform the following consumer aide competencies. 1) use various types of phones and take messages	-Role play using actual phones and telephone message pad. Business phone trainer - available from N.J. Bell (201) 649-3674. -Students complete ditto series "Thank You, Please Call Again."	1)Role play answer several types of phones and recording messages

Unit: Community Aides
Subject: Consumer Aide

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
2. Handling consumer concern complaints a. By Phone b. In Person c. In Writing	2)handle consumer concerns and complaints by phone, in person and in writing	-Students write a letter of commendation or a complaint to a Company about a product.	2)Role play handling consumer complaint by phone or in person. -Write a letter of complaint following a given format.
3. Filling out forms a. Income Tax Form b. Applications 1)Welfare 2)Insurance 3)Credit	3)filling out simple forms, following directions	-Students fill out an Income Tax form, Insurance, or Welfare form as an example. (Appendix) -View filmstrip "Consumer Service".	3)Fill out an Income Tax form.
4. Unit Pricing a. Posted unit pricing b.Figuring unit pricing	4)determine unit price for item	-Students calculate unit prices and compare various sizes and brands of products. (Appendix)	4) To achieve 65% or better on written test.
5. Comparison shopping a. Price b. Size c. Quality d. Form 1)storage 2)method preparation 3)time	5)compare products as to the better buy considering more than just the cost	-Students choose an item and compare it against other similar items to determine the better buy.(Appendix) -View filmstrip "Consumers in Marketplace"; Consumer Filmstrip Series.	5) To achieve 65% or better on written test.
6. Displays and Bulletin Boards a. Types 1)Window 2)POP 3)Closed 4)Shelf 5)Wall 6)Booths b. Setting up 1)Sensory appeal 2)Neatness 3)Getting message across 4)Techniques and tricks	6)Make a display or bulletin board	-Students use text-workbook"The Display Specialty"to identify types and components of displays, from this information, develop a display rating sheet. -Fieldtrip to local department store. Tour store noting various types of displays; Observe demonstration in process.(using rate sheet, evaluate display.) -Students or Committees brainstorm ideas of display, and 1 bulletin board on any topic throughout the year and rotate the responsibility of carrying out. (Possible FHA Activity)	6) Make a display and a bulletin board.

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
7. Demonstrations a. Types 1) Knowledge 2) Sell b. Giving 1) Appearance 2) Voice 3) Enthusiasm 4) Technique 5) Knowledge of product	7) Give a demonstration	-Demonstrate a use of a kitchen appliance by cooking a recipe appropriate to its use. (Could be done in Community, for homemakers, senior citizens as a possible FHA activity). -Research the appliance as to types, use, care, safety hints, storage. Compare different brands and stores. Check evaluation of appliance in a consumer magazine. -Guest speaker from an appliance or food Company to give demonstration. After speakers gone, discuss positive and negative aspects of demonstration.	7) Demonstrate an appliance.
8. Knowledge of Business Machines a. Computers 1) Hardware 2) Software b. Typewriter c. Duplicating 1) Photocopy 2) Mimeograph d. Calculator/Adding Machine	8) Identify basic characteristics of a computer, typewriter, duplicating machine and calculator	-Visit a computer store for demonstration how to obtain files and information, inserting cartridges and disks, or visit computer center in Regional School System. -Visit Business Education classroom in school. Teacher briefly explain typewriter. Students type neatly, their own name and address. -Demonstration by teacher of photocopy, Mimeograph and adding machines and a calculator. -Given sample form, make copies using a photocopy machine. -Given figures and simple problems, students will use calculator and/or adding machine to solve problems.	-To achieve 65% or better on written test.

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
Social Worker Aide A. Job Description 1. Some Basic Responsibilities	-To briefly define the job of a Social Worker Aide and the places of employment.	-Guest Speaker, Social Worker, School Social Worker, and/or School Psychologist. -Students look in Dictionary of Occupational Briefs, Titles and Occupational Outlook Quarterly. -Look through various Occupational Briefs -share findings. -Lecture.	-To achieve 65% or better on written test.
2. Places of Employment a. Welfare Departments b. Agencies for Handicapped 1) Blind 2) Mentally Handicapped 3) Cerebral Palsy c. Family Services 1) Family Planning Agencies 2) Adoption and Foster Agencies 3) Child Abuse		-Students Brainstorm places that would need people to perform those duties. -View film "Social Worker."	
3. Qualifications 4. Advancement 5. Earnings 6. Going On a. Education b. Career Possibilities			

Social Worker Aide

Some Basic Responsibilities

a. Provide information about goods and services

b. Maintain reports, files, and records

c. Demonstrate proper techniques for care of people and products

d. Develop, organize, and lead activities

e. Listen, discuss, and counsel clients

f. Provide guidance and encouragement to clients

g. Observe and record individual and group actions

h. Suggest improvements

i. Contact people, in person, writing, and on phone

j. Assist in transportation

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
B. Communication skills 1.Definition a. Destructive b. Constructive	-To describe procedure of communication	-Lecture. -Read Chapter 7 "Communicating With Others" in Person to Person. -Students role play communication using various means of nonverbal communications and several levels of communications. (Appendix)	-To achieve 65% or better on written test.
2.Verbal Communication a. Cliche conversation-"Small talk"-no depth b. Facts about others c. Telling your ideas d. Telling your feelings e. Peak communication -complete openness and honesty		-Students take exaggerated position described for each pattern of communication. (Appendix) Hold a brief conversation with partner while in that position.	
3.Nonverbal Communication a. Appearance 1)Posture 2)Clothing 3)Space-distance b. Body Language		-Read Chapters 17 - 18 in Understanding Human Behavior.	
4.Patterns of Communication a. Placating b. Blaming c. Computing d. Distracting e. Leveling			
5.Listening a. Types 1)Passive 2)Active			

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
b. Empathy vs. Sympathy c. Message Discrepancies 1) Ambiguity 2) Inconsistency 3) Enunciation 4) Poor hearing 5) Lack of Knowledge 6) Assumptions 7) Expectations			
6. Observation a. Objective b. Subjective		-Given pictures of particular situations, students will observe what's going on and give objective account. -View film "Psychological Differences" between the "Sexes"-about different ways of interpreting 1 piece of communication.	
7. Defense mechanisms a. Approaches 1) Fight 2) Compromise 3) Flight b. Types *1) Reaction formation 2) Conversion 3) Compensation *4) Rationalization 5) Identification *6) Projection 7) Regression *8) Repression 9) Suppression *10) Fantasy *11) Withdrawal *12) Displacement 13) Idealization		-Students do exercise 1 in Chapter 17 "Observing Nonverbal Behavior", Understanding Human Behavior. -Read Chapter 11, "Defense Mechanisms and Behavior" Understanding Human Behavior. -Vocabulary List. -Students role play situations given in Understanding Human Behavior, Chapter 11 Teachers Guide. -Given specific situations, students identify type of Defense Mechanism used.	

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
8. Improving Communication skills			
C. Understanding Inner Conflict 1. Types of Conflict 2. Dealing with Conflict steps a. Recognize conflict b. Examine situation c. Identify conflicting needs or goals d. Emotions involved e. Plan how to achieve f. Think of effects 1) Desirable 2) Undesirable g. Make decision h. Accept decision		-Read Chapter 12 "Inner Conflict," Understanding Human Behavior.	
D. Understanding job competence needed for Social Worker Aide.	-To perform the following Social Worker Aide duties	-Lecture.	
1. Maintain records and files a. Prepare records b. Sort c. File 1) Alphabetic 2) Numeric	1) Maintain records and files	-Discussion and explanations on ways to keep records and files. -Students fill out sample forms (ex. Adoption papers.)	1) Students file several sample files
2. Interview Client a. Guide lines b. Gathering facts c. Interpreting goals and problems	2) Interview clients	-Each student interview a family, other than relatives, using forms provided (ex. application for foster care parents, public housing, welfare.) -Given particular character roles, students role play interviews, practicing necessary techniques.	2) Role play interviewing a client

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
3.Refer to Agencies a. Determine problem b. Agencies 1)Services provided 2)Private or Government 3)Available to whom?	3)Refer to correct agency	-Given a listing of agencies and their services, students, select two agencies, research them in more depth, and report findings to class. -When presented with various case histories, students will suggest what agency or agencies these particular cases should be referred to.	3)To achieve 65% or better on written test.
4.Writing letters a. Business letter 1)Dateline 2)Address 3)Greeting-Salutation 4)Body-message 5)Closure 6)Signature Block b. Form letter	4)Write a business letter	-Students make pamphlets listing agencies researched, and their services and explain and distribute at various community functions. (Possible FHA activity.) -Students complete sample form letters with given information. (Appendix) -Students write a simple business letter to obtain information about an agency.	4)Students write a business letter according to guidelines.
II. Examining Occupations Related to Community Aides	-To identify some occupations related to consumer aide and social worker aide	-Students look in Dictionary of Occupational Titles to find related occupations-report to class.	-To achieve 65% or better on written test.

Unit: Community Aides
Subject: Civil Service

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
IV. Civil Service A. Job Bulletin 1. Openings 2. Descriptions 3. Requirements B. Applications 1. Where? 2. How? C. Exam 1. Written 2. Oral D. Working for the Government	-To describe procedure for obtaining a Civil Service job.	-Students look through the following brochures. "Guide for Job Seekers in N J State local Civil Service Positions". "Working for the USA" "How to prepare for a Civil Service Oral Exam." "How to prepare for a Civil Service Written Exam." -Students use Job Bulletin to locate jobs of interest to them. -Guest Speaker from Civil Service Employment Department. -Students role play an oral Civil Service Exam. -View film "Peace Corps Partnership Program".	-To achieve 65% or better on written test.

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
V. Entrepreneurship A. Definition B. Characteristics needed 1. Organizing ability 2. Initiative 3. Willingness to work 4. Responsible 5. Self confidence 6. Ability to deal with discouragement 7. Management skills esp., time and money 8. Creative thinking 9. Leadership	-To describe entrepreneurship, the characteristics needed and advantages and disadvantages to each	-Lecture. -Students offer definitions and then look up Entrepreneur in dictionary. -Students read sections of Your Future In Your Own Business. -Students discuss and compile a list of characteristics needed by an individual starting their own business, and the pros and cons of being an entrepreneur.	-To achieve 65% or better on written test.
C. Pros & Cons 1. Advantages a. Independent b. Investment c. Accomplishment d. Social Status 2. Disadvantage a. Responsibility b. Financial output c. Time		-View film "Is a Career in Management for You". -Students run a diner or bake shop for 1 day in class. (Possible FHA activity and fund raiser.)	
D. Types of Business 1. Sole Proprietor 2. Partnership 3. Incorporated 4. Franchise		-Each student investigates 3 businesses in their town and determine type.	
E. Possible Areas of Opportunity		-Students brainstorm areas of business that provide opportunity to the students.	

Community Aides

Terms to know:

warranties
guarantees
unit pricing
F.T.C.
F.D.A.
F.I.C.
Gross Salary
Net Salary
F.I.C.A.

Bonds
Stocks
Annuities
Collateral
Deductible
Security
Contracts
Body language
Gesture
Non verbal
Verbal
tone
Reinforce
destructive
constructive
fantasy
Withdrawal
idealization
Flight
Compromise
Projection
Regression

fraud
displacement
Utilities
credit
interest
hospitalization
Premium
Generic Brands
Term insurance

Whole Life insurance
Endowment
Interview
Food Stamps
Welfare
Social Security
Medicaid
Medicare
Income Tax
Civil Service
Empathy
Sympathy
Standard of Living
Rationalization
Objective
Subjective

Repression
Compensation
Identification
Conversion

Underwriters Laboratory
Suppression
fixed income
flexible income
hardware
software
Dependent
Credit Bureau
A.F.D.C.(Aid to Families with Dependents)
Guaranteed Annual Income
Subsidize
Convenience food
Open dating
Net Quantity
Comparison shopping
Entrepreneurship
Sole proprietor
Partnership
Incorporated
Franchise
Ambiguity
message discrepancy
alternative
effects

Community Aides

Resources

Speakers

Consumer Affairs of Union County
Banker
Insurance Salesman
Union County Board of Social Services

Social Worker
Product Demonstrator
Interviewer
Civil Service Worker
Display Assistant --(department store)
A local Entrepreneur

Materials

Dictionary of Occupational Titles
Business Phone Trainer-N.J. Bell (201) 649-3674
Civil Service Job Bulletin - city halls-(each month)
"Family Money Problems" - Public Affairs Pamphlet
Collection of Labels
Magazine and Newspaper ads
Use and Care booklets (which accompany new appliances)
Forms-Income Tax, insurance, welfare, adoption, foster care, tenant.
IRS Publication 907-Tax Info. for Handicapped and Disabled Individuals."
"Thank you; Please Call Again"-Ditto series-American Telephone and Telegraph Co., 1975
"FDA Consumer" Periodical
"Consumer Report" Magazine

Community Aides

Resources

Films/Filmstrips

"Advertising Information, Persuation or Deception"
Union County Film Library

"Shopping Savvy" - School

"Budgeting" - Union County Film Library (rent)

"Credit and Installment Buying" -Guidance Associates.

"Your Rights-Make the Most of Them"-Guidance Associates

"Decision Making Skills"-Guidance Associates

"Saving and Investment"-Guidance Associates

"Understanding Labels and Warranties"-Guidance Associates

"Personal Budgeting" -Guidance Associates

"Homeowners Insurance" -Insurance Information Institute

"Automobile Insurance" -Insurance Information Institute

"Money Management" -Changing Time Education Service,
Washington, D.C.

"The Better Business Story"-Local Better Business Bureau

"Life Insurance-What It Means and How It Works"-Assoc.
Sterling Films, 8615 Director's Row, Dallas, Texas 75247

"Wise Use of Credit"- Assoc. Sterling Films

"Personal Financial Planning" - Assoc. Sterling Films

"Sam'l & Social Security" -Local Social Security Office

"How Stocks are Bought and Sold" Sterling Movies,
43 West 61st St., New York, N.Y.

"You & Medicare" U.S. Department of HEW Social Security
Department Baltimore, Maryland

"Dollars For Health" -Health Insurance Institute, Education
Division,488 Madison Ave., New York, N.Y.

"Learning From Labels"-Evaporated Milk Assoc., 910 17th St., N.W.
Washington, D.C.

"Read The Label" - School

"Is a Career in Management for You" N.J. State Museum Film
Loan Service.

"Socialworker" -N.J. State Museum Film Loan Service

"Peace Corps Partnership Program" - Modern Talking Pictures,
#15080

"Operation You" - Modern Talking Pictures #31807

"Careers in Consumer Affairs" - Butterick Publishing

Films/Filmstrips cont'd

"Free to Choose" - School
"Consumer Service" - School
"Consumer Filmstrip Series; Consumers in Marketplace"-School

Community Aides

Resources

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Leland, Gordon, & Stewart Lee, Economics for Consumers, N.Y. E. Von Nostrand, 1972.

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Myerson, Bess, Guide to Consumer Product Information, N.Y.: Bristol-Meyers Co., 1979.

Feldman, Lawrence P., Consumer Protection: Problem & Prospects, N.Y.: West Publishing Co., 1976.

DiPaola, Elizabeth and Mary Pieslak, Be a Smart Consumer, Vocational Curriculum Library, Rutgers, The State University, 1978.

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Unit III

Therapeutic Recreation Aide

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
I. Job Description A. Some Basic Responsibilities	-To briefly define the job of a recreation aide and several places of employment.	-Read description of job in Dictionary of Occupational Titles. Discuss competencies needed for recreational aide job and places to go for related jobs. -Lecture	-To achieve 65% or better on written test.
B. Places of Employment 1. Institutions a. Hospitals b. Nursing Homes 2. Agencies a. Government 1) National Parks 2) Dept. HEW 3) Dept. HUD 4) Municipal Agencies b. Voluntary 1) Neighborhood Houses 2) Youth Service Organizations c. Private 1) Churches 2) Clubs 3) Sports organizations d. Commercial 1) Travel 2) Amusement 3. Entrepreneurship		-Students look through Career Information Center #8, Hospitality and Recreation. -Students brainstorm various other places a recreation aide may work. -View filmstrip "Introduction to Hospitality Recreation Careers." -Students conduct a simple survey of persons in their community to determine: a) how often they use Community public and private recreation facilities. b) Why they utilize the respective facility c) What other service they'd like offered in the community. -Discuss entrepreneurship as it relates to a recreation aide.	

Therapeutic Recreation Aide

Some Basic Responsibilities

a. Develop and plan activities
b. Evaluate needs of different individuals
c. Organize time and equipment
d. Demonstrate various activities
e. Motivate people
f. Lead groups in activities
g. Escort patients
h. Set up equipment and supplies

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
C. Qualifications		-Students "Shadow" a person with a related job.	
D. Advancement		-View filmstrip "Careers in the Leisure Time Industry."	
E. Earnings F. Other related occupations 1. Occupational Therapy 2. Physical Therapy 3. Playground Attendant 4. Amusement Park Aide 5. Program Aide		-Students read Chapters 5,6, and 7 in Opportunities in Recreation and Leisure, about advancement, success, and salaries. -Students look through Dictionary of Occupational Titles for description of related jobs.	
G. Going on 1. Education 2. Career possibilities			
Leadership Styles A. Directive 1. Only one leader 2. Orders everyone 3. Saves time 4. Less creative 5. Members resent "boss"	-To identify leadership styles and their characteristics or techniques	-Role play directive, permissive and democratic leadership techniques. Discuss the advantages and disadvantages of each. Stress No one style is better than another, it depends on situation. -Have students give example of a group planning a party. What would it be like if, directive, permissive or democratic?	-To achieve 65% or better on written test
B. Democratic 1. Chairman 2. Delegates jobs 3. Overseas 4. More time 5. More creative 6. Members more involved 7. Respects others		-Students read article on Leadership and FHA (Appendix).	

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
C. Permissive (Laissez-faire) 1. Everyone does whatever 2. Not all things covered 3. No unity 4. A lot of time 5. "Wishy Washy"			
D. Parlimentary Procedures 1. Voting 2. One motions 3. Must be nominated and seconded. 4. Must pass by certain percentage.		-Students refer to FHA/HERO information on Parlimentary procedures. -Go over "Parlimentary Procedures" (Appendix), then hold and evaluate the new FHA/HERO meeting according to it.	
I Understanding the Job com- ence needed for Therapeutic creational Aide A. Be able to work under the direction of a recreation director B. Understanding qualities of a good leadership: 1. Characteristics: a. Enthusiasm b. Love of people c. Sensitivity d. Initiative e. Sense of humor f. Honesty	-To be able to perform the following recreational aide competencies: 1)Work under recreation director 2)Display qualities of good leader	-Discuss importance of knowing when to follow orders and when to show initiative. -Ask the students to name the different types of groups found in the school. Then ask the class to think of the leaders in each group and to describe the qualities that make these individuals leaders: sense of humor; honesty; confidence; imagination; intelligence; strength; fairness. -Students read Chapter 4 "Essential Leadership Characteristics" in Opportunities in Recreation and Leisure.	-Each student demonstrate a recreational activity to the class and evaluated by a check list of competencies; 1)and 2)Leadership

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
g. Confidence h. Imagination i. Intelligence j. Strength k. Fairness l. Organization		-Ask each student to think of a famous person, such as a political leader, and then to write down the leadership qualities of that person. Share their descriptions and to arrive at a group consensus regarding the qualities that are most commonly listed as characteristics of leadership. Discuss what style leadership was displayed by each. -Students read article on Leadership Qualities. (Appendix)	
2. Working with Groups a. Sensitivity to group interaction: 1)Negative leaders 2)Secondary leaders a)ability to draw others b)lead committees. 3)Quiet Members a)ask their opinions b)draw them out c)group with kind people b. Group Techniques 1)Work with friends -More comfortable -Willing to talk 2)Small Groups -Accomplish more -Can join with whole group and share ideas.	3)Work with groups	-Divide the class into three groups. Choose one student in each group to be the captain. Explain to the class that you would like each group to organize themselves in order to plan a school dance. Ask one person from each group to present its plan for the school dance. Compare the class plans for each group. What kinds of items were included in the plans? Did all groups consider location of the dance, the date and time, refreshments, band or other music? Which group had the most complete plan? Compare the types of leaders for each group with the amount and quality of work that each group completed. How did the members feel in each group? Note that the demands of the particular task and the amount of time provided may affect the type of leadership.	3)Working with group

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
3)Circular Response -Everyone in turn gets a turn. 4)Brainstorm		Were there students who did not participate? Were there group members who tried to encourage their participation? Can you think of a situation at a recreation program where a participant may hold back? What is the role of a leader in this situation? Was there anyone in any of the groups whose opinion were ignored or ridiculed? Did there seem to be people in the group who blocked its process? Did individuals within each group become leaders?	
3. Organization of time and equipment:	4)Organize time and equipment	-Each student chooses an activity and estimates the equipment and time needed for it. Once completed cover up list and schedule and have another person write list and schedule compare and contrast. Discussing why the differences.	4)Organization of equipment and time
4. Understanding how to give clear directions a. Clear Voice b. Volume c. Eye contact d. Allow questions	5)Give clear directions		5)Direction giving techniques
5. Understanding of good demonstration techniques a. Appearance b. Voice 1)Volume 2)Tone c. Expression d. Enthusiasm e. Pre-Preparations of f. Equipment g. Organization of equipment h. Organized directions.	6)Give a demonstration	-Students role play giving directions for a drawing of a series of squares. One leader allows questions. The other leader does not. Discuss results and feelings. -Review communication skills necessary and their importance. -Students look at a demonstration rating sheet. -Review what makes a good demonstration and demonstrator.	6)-Demonstration techniques

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
Purpose of recreation pro- ams A. Enjoyment/entertainment B. Experiences promoting health and well being C. Learning experiences D. Physical fitness E. Change of pace F. Opportunity for creativity G. Social Interaction H. Intellectual development	-To explain the purposes of recreation programs	-Guest speaker from Occupational Therapy. Speaker should include: a. The need to encourage patients to participate in groups for social interaction and the need to stimulate in the patients, a desire to be useful, helpful, and loving to others. b. It should be continually stressed that the patients are adults and should be treated as adults. They should not be "infantalized" - in activities or elsewhere.	-To achieve 65% or better on written test
Ways to motivate patients to rticipate in activities: A. Set up a display, bulletin board or activity sheet to advertise the activity. B. Converse with patients about activities. C. News advertisement D. Survey the patients interests, best hours for activities, etc. E. Vary the activities to suit different interest and personality types. F. Contests	-To list some ways to motivate patients to participate in recreational activities.	-Ask the class to bring to class examples of publicity for various leisure activities, e.g., flyers, newspaper advertisements, and articles about movies, band concerts, dances, recreational programs, etc. What techniques were used and what information was involved? -Students set up display or bulletin board to advertise FHA meetings and activities. -Students practice using a movie projector. -Students select a book, identify the age group the book is for and practice reading a section of it aloud to the class.	-To achieve 65% or better on written test
Activities appropriate to ients age and abilities A. Passive recreation: 1. Movies 2. Reading 3. Trip or outing	-To identify some of the recreational activities from each of the following groups. A. Passive B. Physical C. Mental D. Special Holiday E. Hobbies	-Brainstorm: appropriate activities for different age groups in each category. -Each student selects an activity from a different category: a. Identify the group age. b. Prepare a way of motivating class. c. Gather equipment and supplies. d. Use good demonstration and leadership techniques to demonstrate it to the class. -Video tape demonstration. Play it back and evaluate it.	-To achieve 65% or better on written test

Unit: Recreation Aide
Subject: Activities

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
B. Physical Activities: 1. Games such as shuffleboard, croquet, darts, wheelchair basketball, etc. 2 Nature walks - note flowers, birds, etc. 3. Exercise class - dance, water sports, ice. C. Mental Activities: 1. Games-card games, word games, etc. 2. Discussion groups or study groups 3. Informative program as art history, world affairs, wildlife, etc. D. Holiday Activities: E. Hobbies and special interest groups: 1. Gardening 2. Music 3. Theatrical performance 4. Writing newsletter for the patients 5. Arts and Crafts		-Students plan, organize, carry out, and evaluate: a) a physical activity with a nursing home i.e.: Wheelchair bowling with plastic pins. b) simple card games with retarded children c) a holiday activity for trainable mentally retarded high school students. d) teaching a craft to a senior citizen group. e) arranging a nutritional luncheon for a special group emphasizing nutrition through posters and mobiles. (All of these are suggested FHA activities.)	

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
VII. Understanding the special demand of therapeutic recreation: A. Activities for short attention spans B. Activities for various mental disabilities C. Activities for various social disabilities D. Activities for various physical disabilities	-To identify some ways therapeutic recreation for patients might differ from healthy people	-Brainstorm: appropriate activities suited to various disabilities. Divide the class into groups of two. Give each pair a set of checkers and tell them to set up the board for play. After the boards are set up, instruct the students that they must play without use of their hands and arms. (Arms should be kept behind their backs.) Tell the students that they are allowed and encouraged to change the rules. For example, in jumping the student might manipulate the checker around, rather than place it on top of the other checker. After the class has finished one game, tell the students to put away their materials. They still may not use their hands. If they need assistance, they must ask for it. Ask the class to describe the variations in the game they came up with. Ask the class how the game could have been made easier. For example, they might develop special tools to move the checkers. Ask the class how they would build a checkerboard to be used in this situation. What would it look like? For example, at Massachusetts General Hospital in Boston, a large magnetic checkerboard has been built. It is approximately 3' x 3' and is played by foot. The checkers are also magnetized.	-To achieve 65% or better on written test

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
VIII. Planning a Good Recreation Program A. Factors to consider 1. Ability, interest and values of participants 2. Age/sex of participants 3. Space availability 4. Time availability 5. Availability of funds and equipment.	-To plan a good recreation program	-Discussion. -Students work in groups to plan a specific recreation program. Class selects one, and carries out program for group in community. (Possible FHA/HERO activity.)	-To plan a recreation program within certain specifications to satisfaction of teacher
B. Organization 1. Need for program 2. Purpose of program 3. Aims and Objectives of program 4. Details of program a. facility b. date c. time d. attendance e. equipment f. supervision g. budget 5. Financing Arrangements 6. Brief Description of Program		-Students will figure ways to rearrange given programs when presented with a specific problem (i.e: not enough finances or time, bad weather, etc.)	

Recreation Aide

Terms to know:

Permissive
Laissez-faire
Directive
Democratic
Parlimentary
Brainstorming
Nomination
Initiative
Interaction
Circular response

Resources

Films/filmstrips

"Introduction to Hospitality Recreation Careers" McKnight, 1973.

"Careers in the Leisure Time Industry"-Pathscope Educative Films.

Materials

Jensen, Clayne "Opportunities in Recreation and Leisure", Illinois: VGM Career Horizons, 1976.

Recreation Aide

References

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UNIT IV

Homemaker Aide

Unit: Homemaker Aide
Subject: Job Description

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
I. Job Description A. Basic Responsibilities	The student will be able to . . . -To briefly define the job as a Homemaker Aide and several places of employment	-Guest speaker from Patient Care or visiting Homemaker of Union County. -Given only the job title, have students write job responsibilities they feel it includes. Compare list with others and discuss.	-To achieve 65% or better on written test
B. Places of Employment 1. Private Agencies 2. Hospital Agencies 3. Individual Client 4. Public Health and Welfare 5. Entrepreneurship		-Lecture. -Students look at Occupational Brief "Homemaker-Home Health Aide".	
C. Qualifications		-Students read Chapter 1 in "Homemaker-Home Health Aide".	
D. Earnings		-Discuss entrepreneurship as it relates to Homemaker Aide.	
E. Other Related Occupations 1. Different types of Homemaker Aide a. caring for elderly b. caring for convalescant c. caring for an infant d. babysitter/homemaker 2. Relate Occupations a. Nursing home aide b. Companion to elderly c. Dietetic aide F. Going On 1. Education 2. Career possibilities	-To identify some occupations related to Homemaker Aide	-Students look at job description for related occupation in Occupational Outlook or Dictionary of Occupational Titles, or Occupational Briefs. Students report to class. -Visit a nursing home or hospital and shadow a person with a related job.	-To achieve 65% or better on wri[illegible]

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
I. Goal of Homemaker Aide	-To identify goals of Homemaker Aide	-Students look at and discuss ditto "Goal of a Homemaker" (Appendix).	-To achieve 65% or better on written test
A. Promote self-care and independence (within limits of patient)			
B. Assure safety and Comfort		-Students complete ditto "Safety in the House" (Appendix)	
C. Maintain Dignity 1. Respect for privacy 2. Age appropriate behavior 3. Avoid talking as if patient isn't there			
D. Maintain stability			
E. Provide Care 1. Personal 2. Home maintenance			
F. Provide relief for family members 1. Care for patient 2. Care for others			
G. Provide Understanding and Reassurance 1. Patient 2. Family members			
H. Observe and report progress and setbacks			
I. Maintain routine but be flexible			

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
III. Being A Team Member A. Importance of team 1. Qualifications of each 2. Variety of members a. involved in general areas b. involved in specific areas B. Relationship of Members to each other (ladder) 1. Orders-come down ex: Dr. → Nurse → LPN → Aide 2. Reports-go up ex: Aide → Social Worker → Doctor	-To briefly describe the functions of the Health Service Team	-Hand out "Chart of Medical Specialist" (Appendix). -Students read pp. 4-5 in "Homemaker-Home Health Aide".	-To achieve 65% or better on written test
IV. Understanding of Characteristics needed by Aides for dealing with patients A. Emotional (patience, sensitivity, flexibility) B. Social (Cheerfulness, honesty, politeness, respect for dignity of each person) C. Physical 1. appropriate dress, shoes and jewelry 2. cleanliness of body, nails, hair, mouth and clothes 3. energy	-To identify some emotional, social, and physical characteristics needed for homemaker aides in dealing with patients.	-Discuss students fears, repulsion and feelings dealing with patients. -Look up ethics in dictionary - Read 3 different ethic codes. -Discuss and develop code of ethics for job, compare with ditto list (Appendix) a) Honest in words and deeds b) Does not discuss confidential matters about other patients or their physical conditions. c) Does not gossip with patients or other aides. d) Is friendly and polite toward all. e) Respect dignity of each person while carrying out responsibilities and treatments. f) Speaks clearly and quietly g) Discuss matters of interest to patients - news, sports, weather, etc. h) Works quietly	-To achieve 65% or better on written test

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
Physical (cont'd)		i) Does not take advantage of position to unburden own personal problems on patients. j) Addresses patients by their proper names. k) If aware of own limitations and seeks professional advice when necessary. l) Accepts no tips or gifts. -Write list with students of items vital to appearance of homemaker aide. Some questions to use for discussion. a) Why a uniform? b) Why comfortable shoes? c) Why no perfume? d) Why not extra jewelry? -Students look at pictures contrasting good and bad dress. "Homemaker Home Health Aide" pg. 4.	
4. body mechanics	-Explain what is meant by body mechanics, and the correct and incorrect method for lifting heavy objects or patients	-Demonstration of good body mechanics in sitting, standing, walking, lifting (See Appendix).	-to return demonstration of body mechanics according to established criterion
V. Importance of sanitary procedures in dealing with home patients: A. Washing hands B. Washing equipment C. Sanitation in food preparation and handling 1. Precautions 2. Food Poisoning a. types 1) staphyloccal 2) salmonella 3) clostridium 4) botulism b. symptoms D. Wearing apron	-Demonstrate techniques of personal cleanliness and sanitation that limit the effects of disease	-To demonstrate the spread of infection: Put paint or vasaline on fingers, wash hands without using paper towel to turn off faucet; you will have paint (bacteria) on hands after you wash them. Ask student to explain what happened. -Guest speaker from Board of Health. -Students complete worksheet on Food Poisoning. (Appendix)	-to demonstrate sanitary procedure according to established criteria

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
E. Disposing of waste materials F. Laundering G. Covering cough and sneezes H. Staying home when ill			
VI. Understanding needs of the home care patient A. Social Needs 1. Communicating with patients a, verbal vs non-verbal communication b, positive use of body language c, patients non-verbal communication d, call bells e. characteristics of good listener 1) take into consideration their reduced capabilities, physical and mental 2) treat each as an individual 3) treat them as well as you would want to be treated when you are old 4) talk with them and listen to them. They enjoy talking about the past.	-To cite the social, spiritual, and environmental needs of home care patients	-Lecture and demonstration of techniques of verbal and non-verbal communication. -Have students visit a senior citizen's activity center. Discuss with participants their fears, plans, etc. Try to find out as much as you can about their family as an adult, work and past hobbies. Compare the way they are now to the life they led before becoming old.	-To achieve 65% or better on written test

Unit: Homemaker Aides
Subject: Needs of Patient

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
f. What special techniques are needed for person with declining vision? 1) Maintain face-to-face contact when talking. 2) Provide large print. 3) Provide bright reading light. 4) Provide seat close to TV 5) Approach from front 6) Consider use of tape recorder, record player, etc. 7) Touch to maintain contact during conversation.		-Role-play communication with old person with little vision. -Have one student blind-folded for period of time. Report feelings and problems to class. -Examine large print materials and try reading with magnifying glass. -In role-playing, practice listening skills or while visiting nursing home or hospital, practice listening to a patient who has a lot to share.	
g. What special techniques are needed for person with declining hearing? 1) Speak slowly, using low tone. 2) Maintain face-to-face contact. 3) Turn off background noise 4) Expect to repeat. Check to see if understood. 5) Place close to TV and radio. 6) Check hearing-aid regularly to insure it is working properly. 7) Discourage isolation.		-Role-play communication with old person with little hearing. -Have one student wear ear plugs for period of time. Report feelings and problems to class.	

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
B. Possible Spiritual Needs 1. Spirituality is a vital part of life -a fundamental need for many people 2. Satisfying spiritual needs can improve the social and physical well-being of many patients 3. Need for religion may grow stronger as we approach the end of life 4. Persons who are alone may need more comfort and support 5. Each person has a right to own religious beliefs, even when they seem strange to others 6. Some patients like to "talk religion" 7. Aide must not attempt to impose own religion		-Lecture and discussion. -Stress that patients' beliefs must be accepted completely, regardless of aide's own beliefs. -Invite as a speaker a member of the ministry who has had experience dealing with patients in long-term-care facilities.	
C. Environmental Needs 1. Understanding the effects of surroundings on patients a. furniture and equipment in convenient places		-Discuss effects of surroundings on patient.	

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
b. privacy c. lighting for reading d. neatness, cleanliness e. ventilation f. decor g. personal momentos h. living alone, being forced to live with relative i. temperature of room		-Discuss getting consent of patient when rearranging room and getting consent of patient when storing possessions.	
2. A safe environment a. Main types of accidents 1) falling 2) home fires 3) poisoning b. Most common ages 1) children 2) elderly c. Prevention 1) remove hazards 2) supervision 3) know what they can't do		-Students brainstorm other things that help create a safe room. -Students complete "Room Safety Worksheet". -Students read ditto "There's no place like home for an accident". -Students view film "Home Fires".	
VII. Understanding concerns and feelings of family members A. Recognize the feelings of family members. They are very complex 1. Pain of separation 2. Relief of separation	-To identify some concerns and feelings of family members of home care patients	-Have students role play family or patient. Concerned wife or husband. Also elderly mate with handicaps of their own. Son or daughter living a long distance from the parent. Possibly the child in making a once a year trip. Son or daughter experiencing guilt over placing parent in Nursing Home.	-To achieve 65% or better on written test

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
3. Change in relationship with patient 4. Guilt B. Consider family as part of team working for welfare of patient C. Help family understand rules and their reasons (e.g., limitations on sweets for diabetic, etc.)		-Lecture and lead discussion. -Plan role-playing to demonstrate problems that arise with families of patients.	
VIII. Ability to provide simple care procedure for home patient and understanding of basic care vocabulary A. Washing patients 1. Equipment and supplies a. Take supplies to room of bath b. Arrange for efficient use c. Include necessities 1) oral hygiene 2) nail care 3) shaving 4) clothing 5) linen change	-To provide simple care for the home patient a) to wash patient	-Keep a vocabulary list of care terms. -Discussion of procedure. -Discuss cleaning of glasses and hearing aids.	-to return demonstration of care for patient according to established criterion. a) washing patient
2. Procedure for Bed Bath a. Allow for use of bed pan b. Wash hands before and after giving bath		-Demonstration of bed bath. -Return demonstration.	

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
c. Explain procedure to patient d. Screen patient e. Cover with bath blanket 1) to preserve body warmth 2) to maintain modesty and privacy		-Have students bath each other properly, obeying all the rules. Then have students experience how it feels to be left uncovered, have improper water temperature, careless handling, etc. Stress need to preserve privacy of resident.	
f. Uncover only one body-part at a time. Wash and dry it g. Change bath water as needed to keep warm (110°F) and clean h. Keep soap in soap dish to keep water from becoming too soapy i. Use lotion on dry areas of skin. j. Massage red areas gently to stimulate circulation k. Report observations 1) ability of patient 2) condition of skin a) bony prominences b) soft tissue areas 3) Attitude of patient 3. Partial bed bath a. When likely to be given b. Body parts normally washed		-Questions for return demonstration: Was the procedure explained to the patient? Was the condition of the skin noted? Were the patient's privacy and modesty protected? Were lotion, powder, and deodorant used? Were other morning-care tasks included with the bath? Were all supplies put away and the patient's room left neat? Did aide and patient communicate in a friendly way during the procedure?	

Unit: Homemaker Aide
Subject: Bathing

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
c. Procedure 4. Procedure for Bathing infants a. type 1) sponge bath- until navel heals; same as bed bath 2) immersion once navel heals b. method 1) water - -couple inches deep -test temperature with elbow or wrist -turn off hot first 2) holding- -towel or mat in bottom for traction -support head and back with arm and hand -wash one part at a time (can't hold a totally soapy baby) 3) NEVER leave alone in tub		-Nurse demonstrated bathing of infants -Students read "Various ways to hold baby during bathtime". (See appendix) -Students return demonstration using doll. -View filmstrip "Care for Two:Baby and You".	
B. Skin Care 1. Purposes a. Refresh the patient b. Prevent decubitus ulcers (bed sores) c. Prevent infections d. Promote circulation.	b) to provide proper skin care	-Lecture. Point out why skin care is so much more important for old people than for young. Stress the extra care needed because of the nature of the skin.	b) properly caring for the skin of elderly and infants

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
2. Special considerations a. Older person's skin 1) dry and wrinkled sometimes needs to be cleansed with lotion rather than soap 2) warts often appear-require extra care 3) little protective fat under skin-requires extra care 4) prone to rashes and infections			
b. Infant's skin 1) cradle cap- -babyoil -fine-tooth comb 2) diaper rash -wash frequently -petroleum jelly -medicated powder 3) Heat rash/prickly heat -cooler environment -little powder		-Lecture. Point out that infant skin conditions should heal quickly and are not to cause undue fear.	
3. Preventive measures a. Careful observation of skin at every opportunity b. Physical activity by individual c. Encouraging eating d. Use of air mattress or sheepskin e. Keeping area against body clean and dry		-Students use knowledge of reasons behind skin problems to brainstorm ways to prevent problems.	

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
f. Changing position of bed patients frequently 4. Signs of a beginning decubitus ulcer in elderly a. Reddened area b. Darkening or discoloration of skin c. Blister or sore 5. Care of ulcer and surrounding skin area a. Wash skin well b. Apply ointment under direction of R.N. c. Keep bed clean,dry free of wrinkles d. Massage area; give back rubs e. Use heel and elbow protectors			
6. Procedure for back rub: a. Assemble supplies b. Warm lotion in basin of warm water c. Bathe back with soap and water d. Pour lotion on hands; rub hands to spread e. Starting at base of spine; rub toward head with circular motions, using firm but gentle strokes		-Demonstration: Emphasize proper hand movements. Point out that a back rub provides another opportunity for aide to communicate a feeling of affection toward patient. -Questions for return demonstration: a. Was the lotion warmed? b. Were the correct motions used? c. Was the pressure firm but gentle? d. Was the back inspected for any unusual skin conditions? e. Did the aide maintain a pleasant manner?	

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
f. Repeat g. Note and report any unusual conditions. 1) pressure on protruding body areas 2) problems with circulation 3) lack of activity 4) poor nutrition			
C. Dental Care 1. Mouth Care a. Purposes 1) promote hygienic condition 2) prevent inflammation and infection of the oral cavity 3) refresh the patient 4) encourage independence b. Special considerations 1) Always wash hands to prevent the spread of infection 2) Encourage patient to do as much as possible of own mouth care 3) Appreciate the value of dentures a) monetary cost b) personal value c. Procedure 1) Take supplies to patient. If patient is capable of self-care, make sure supplies are at hand	-To perform dental hygiene service for patients	-Lecture. -Students read and answer worksheets from texts. -List supplies needed for mouth care. -Demonstration of mouth care. -Demonstration of denture care. -View film "Teeth: The structure and care" about care of teeth, mouth and dentures. -Practice and return demonstration by student. -Guest speaker Dental Hygenist.	-Caring for mouth, teeth, and dentures of patient

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
2) Brush teeth from gums to biting edge 3) Observe for injury a) sore areas in mouth b) cracked skin on lips c) bleeding from gums or tongue 4) Remove equipment and put in proper place d. Care of dentures 1) Prevent breakage a) never use hot water b) hold dentures with gauze-when wet they are very slippery. 2) Encourage patient to clean dentures him/herself. 3) Discourage use of denture powders and creams. a) can injure gums b) can impair fit of dentures 4) Provide privacy: many are embarrassed to be seen without dentures in place.		-Questions for return demonstrations: a. Were the supplies organized to encourage self-care? b. Were the teeth brushed from gums toward biting edge? c. Was the mouth inspected for injured areas? d. Were precautions taken to prevent damage to dentures? e. Was privacy maintained for patient lacking dentures? f. Were efforts at self-care praised?	
D. Grooming Care 1. Daily hair care a. Encourage patient to comb and brush own hair	-To provide grooming services for patients	-Describe and explain use of medicated shampoos, mineral oil.	-grooming hair and dressing patient

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
b. Be very gentle in combing, brushing, and working out tangles c. Wash comb and brush often			
2. Shampooing hair a. Shampoo may accompany bed bath or shower		-Demonstrate giving shampoo after bed bath. Possibly by beauty culture teacher. -Return demonstration by students.	
b. Plastic sheeting may substitute for drainboard c. Procedure 1) assemble all equipment 2) carefully set water pressure and temperature 3) massage scalp gently, using fingertips, not fingernails 4) protect eyes and ears from injury 5) check water temperature and pressure again, before rinsing hair 6) encourage patient to comb, style, and set own hair		-Questions for return demonstrations. a. Were water temperature and pressure checked carefully? b. Were precautions taken to avoid injury to the eyes and ears? c. Were fingertips used to massage scalp, rather than fingernails? d. Was patient encouraged to comb and style own hair? e. Was the scalp observed for flaking and crusting? g. Did aide express friendly interest in patient's appearance and a feeling of affection?	
3. Shaving		-Demonstrate shaving. -Return demonstration by students.	
4. Dressing a. Purposes 1) promote self-esteem by improving appearance		-Lecture. Emphasize that dressing is one of the few areas that afford an opportunity to the patient to make own decisions and hence is very important. Also being properly dressed is a great spirit booster.	

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
2) Encourage independence			
3) Promote feeling of well being rather than illness			
4) Promote reality orientation			
b. Special consideration			
1) Use individual's own clothing if possible		-Demonstrate dressing.	
2) If patient has a weaker side, dress that side first		-Emphasize importance of underclothing.	
3) Protect patient's modesty and privacy			
4) Encourage self-help-assist only as needed			
5) Pulls or ribbons on zippers are easier to grasp			
6) Circular garters should be avoided-will cause feet to swell			
c. Procedure		-Return demonstration by students. -Questions for return demonstration: a. Was self-help encouraged? b. Was decision-making encouraged? c. Were underclothes used? d. Was modesty protected? e. Was individuality encouraged?	
1) Gather all items for complete dressing			
2) Assist with underwear and hose.			
3) Assist with rest of dressing if needed			
4) Use lap robe in wheelchair for warmth and modesty			

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
d. Undressing 1) Assist as needed 2) Put clothing away in closet and in laundry bag		-Demonstrate undressing and putting away clothing. -Demonstrate use of snap, grippers, velcro to replace buttons. Have students practice closing zippers, buttoning buttons with only one hand.	
E. Taking Temperatures 1. Body temperature a. normal temperature range b. abnormal temperatures range	-To take temperature of patient	-Lecture and demonstration by nurse. -List and define vocabulary pertaining to taking temperatures. -Have students rinse mouth with hot water. What happens to their temperatures?	-Taking temperature of patient
2. Causes of variation from normal in healthy individual a. High or low temperature normally b. Time of day c. Amount of activity d. Usually hot or cold surroundings			
3. Reading a thermometer 4. Types of thermometers a. Oral and rectal b. Fahrenheit and Celsius 5. Procedure a. Select the proper thermometer for the body part to be used b. Insert thermometer correctly c. Allow proper amount of time d. Remove thermometer e. Read temperature		-Draw a thermometer, label degrees, and use a movable column of "mercury" to test students' ability to read correct temperatures. -Practice reading temperatures accurately. -Demonstrate taking a temperature orally. Stress: (by nurse) a. inserting correctly b. holding correctly for reading; c. accurate reading and recording; d. considering comfort of patient; e. proper cleansing of thermometer. Students to be observed on all of above.	

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
f. Shake down thermometer g. Clean and rinse thermometer h. Cleanse and disinfect thermometer		-Demonstrate the use of disposable thermometers. -Return demonstration given by students.	
F. Assist in giving medications 1. Measuring 2. Timing	-To assist in giving medications	-Demonstration by nurse. -Return demonstration by students. -Examine caution on labels of various medications. -Students work with medication chart- a) recording b) when medicine? c) what medicine?	-Assisting in medications
G. Helping with elimination needs 1. Use of toilet 2. Use of bedpan a. Avoid embarrassing patient. 1) provide privacy 2) cover pan 3) don't remark on odor or act b. Promote results-increase comfort 1) warm bedpan 2) substitute fracture pan 3) get resident in good position 4) pad for pan c. After-care 1) cleanse and dry patient 2) dispose of waste 3) cleanse bedpan and urinal 4) wash hands (own and patient's)	-To help with bladder and bowl elimination of patients	-Lecture on specifics of avoiding embarrassment and promoting the desired functioning. Point out problems of functioning on bedpan: abnormal position, lack of activity, pressure on coccyx and buttocks. -Demonstration by nurse putting patient on bedpan; getting patient off bedpan; cleansing patient; observing results; cleaning bedpan. -Return demonstration by students. -Place student on a bedpan and leave him/her there for 15-20 minutes. Discuss feelings. -Demonstration. -Return demonstration by students.	-Helping patients with elimination

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
3.Diapering a.infants, children b.adults			
H. Making beds 1.Regular bed 2.Home use of hospital bed	-To make beds	-Demonstration by teacher, return demonstration by student.	-Making beds -Adjusting hospital beds
I. Use of special home hospital beds 1.Adjusting bed to various positions 2.Side rails	-To adjust hospital beds		
J. Preparing moist heating pads,ice packs, ace bandages, circulatory stockings	-To prepare moist heating pads, ace bandages, circulatory stockings	-Nurse demonstrates. -Return demonstration by students.	-Preparing moist heating pads, ice packs, ace bandages and circulatory stockings
K.Helping to lift or move patients 1. Lifting and carrying heavy objects 2. Moving a patient in bed a.Raising head and shoulders b.Moving toward head of bed c.Moving a helpless patient d.Turning from one side of bed to the other e.Rolling from one side of body to the other f.Reasons for changing patient's position frequently. 3.Moving a patient from bed to chair/wheelchair	-To lift and move patient	-Demonstration and discussion of each procedure. Show how to use body weight and balance to best advantage. Show proper position and stance for each. Stress letting the patient do as much as possible for him/herself, to increase independence and self-esteem. Praise all efforts of patient. -Ask students to practice lying or sitting in one position at home. Ask them to force themselves to remain immobile even after they would like to move. How did they feel? -List and define vocabulary pertaining to body mechanics.	-Lifting and moving patient

Unit: Homemaker Aide
Subject: Movement of Patient

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
a) Helping into chair/ wheelchair b) Helping from chair/ wheelchair back into bed c) Safety precautions			
4. Assisting a patient to walk a) Using a walker b) Using crutches c) Using cane d) Safety precautions		-Demonstration by physical therapist of teaching a patient to walk with an aid.	
L. Morning and evening care of patient	-To describe the care of patient needed in the morning and evening.	-Lecture and discussion.	-To achieve 65% or better on written test
1. [illegible] morning care a) Use of bed pan or urinal b) Mouth care c) Preparation for breakfast 1) positioning 2) washing hands and face 2. Bathing and hair care 3. Other care as needed 4. Evening care a) Meet physical needs of patient 1) partial bath if needed 2) back rub 3) toilet needs b) Meet emotional needs of patient. Try to relieve fears and tensions by conversation. c) Make unit ready for the night.		-Review the procedures that have been learned in this lesson, stressing the important things to be done and precautions to be observed. Stress the psychological aspects of each procedure. Stress the need to prepare the patient emotionally for sleep.	

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
M. Identifying characteristics in patient which should be reported 1. Color of skin 2. Texture of skin 3. Breathing 4. Mobility 5. Appetite 6. Mental confusion 7. Gain or loss of weight	-To note characteristics in a patient which should be reported to supervisor	-Lecture by nurse. -Students review functions of team members and to who these characteristics should be reported.	-To achieve 65% or better on written test

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
8. Signs of approaching death a. Body functions slow down b. Jaw may drop; breathing becomes irregular and shallow c. involuntary voiding and defecation may occur d. circulation slows 1) extremities become cold 2) pulse weakens and speeds up 3) skin gets paler 4) eyes stare, do not respond to light e. Patient may not respond when addressed f. Hearing is one of the last senses lost g. Breathing and pulse cease			
N. Serving patients meals 1. Good emotional environment a. Pleasant atmosphere b. Calm and cheerful attitude c. Food and the act of eating frequently used as a comfort, reward, and/or substitute for unmet needs	-To cite correct procedures for serving and feeding a patient	-Nurse demonstrates patient-feeding techniques, return demonstration by students. -Visit nursing home or hospital and feed patients (possibly FHA activity) -Stress the importance of a cheerful attitude toward patient and toward the food.	-To return demonstration according to established criterion.

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
		-The aide may solicit patient's opinions of different foods, but should encourage the eating of all, or at least the most nutritious. The ill patient should be praised for eating and for and self-help he/she is able to do. If a patient chooses to "splurge" on occasion, eating only the less nutritious foods, he/she should not be scolded. Mealtime should be a happy occasion. -Students read Chapter 16 of Nutrition and Diet Modifications.	
2.Good physical environment a.Cleanliness-patient's and aide's hands should be washed b.Comfortable position up to table if possible c.Suitable arrangement of tray;appropriate dishes and silver		-Students read ditto "Eating Techniques", "Seeing with your senses", "Safety Hints", "Good Organization and Clean Up", and "Saving Time" (Appendix).	
3.Special needs a.Handicapped require special equipment-large-handled utensils, suction devices for dishes, plate guard 4.Helping a patient to eat a.Position should be best possible b.Patience is required c.Encourage patient to take the most nutritious foods d.Find best way to feed patient			

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
5. Feeding the helpless patient a. Preparation same as if patient were going to feed self b. Encourage patient to assist self if possible, e.g., hold bread c. Talk to patient, tell what you are giving d. Do not rush!		-Blindfold each student and have the students practice feeding each other. -Ask the students to place a hand behind their back when they have dinner. How do they feel trying to eat with the use of only one hand?	
6. Requirements for all patients a. Right diet to each b. Appropriate portions c. Proper temperature of foods		-With students, discuss appropriate after-meal personal care of the patient.	
VII. Ability to provide simple homemaking activities for home care patient A. Food preparation 1. Safety procedures a. electrical equipment b. large appliances 1) stove 2) oven 3) broiler c. others 1) spills 2) broken objects 3) knives 4) cutting/peeling 5) matches	-To carry out simple meal preparation for the family	-Ditto on safety in the kitchen. -View film "Accidentally Yours"-about accidents with appliances. -Demonstration of stove, oven, broiler, toaster and microwave. -View film "The Housewares Story".	-To plan, prepare, and set up a simple breakfast, lunch, and dinner

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
2. Use of basic equipment a. stove, oven, broiler b. microwave c. toaster d. small equipment, utensils			
3. Reading recipes, instructions		-Students complete ditto on recipe abbreviation and common measurements. -Demonstration of measuring and following recipes, using sample recipes.	
4. Measuring Basic cooking terms		-View filmstrip "Name Game" on cooking terms.	
5. Planning meals: Diets a. Basic four food groups 1) milk group 2) meat group 3) vegetable/fruit group 4) bread/cereal group		-Students make posters or displays about nutrition and the Basic 4, for display at local supermarket (possible FHA activity). -Visual aid: nutrition chart. -Lecture or guest lecturer, dietician. -Discussion. -View filmstrips "Food for life". -Evaluate menus for basic 4 foods. Students plan a day's menu using basic four guide and rules for sensory appeal.	
b. Food problems 1) older people a) burn less calories b) difficulty chewing c) digestive		-Invite several senior citizens into classroom for a luncheon, designed and prepared according to their needs. (possible FHA activity)	
2) infants a) spitting up b) cholic c) variety of foods/allergies		-Students complete worksheet "Food for Special Needs" (Appendix).	

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
3) Pregnant/ Lactating women a) nausea b) calories c) more nutrients			
c. Needs differ according to patient 1) Preparation and form of serving a) soft b) light c) liquid -clear -full d) bland 2) Modified diets a) calorie -high -low b) sodium c) fat controlled -low fat -low cholestrol 3) Importance of liquids a) body 55-65%water b) functions -prevent dehydration -dilute waste material -keep skin moist -prevent constipation	-To distinguish between different types of diets	-Students read Chapter 19-29 "Nutrition and Diet Modifications" -Students alter regular food menu to fulfill dietary needs of a. elderly b. patient on soft diet -Students design menus for 2 days for a person on a a. light diet b. limited sodium diet -Given listing of foods, students identify which foods would be allowed on which modified or restricted diets. -Students list some foods that are nutritious and low in calories which may be suitable for a patient. -Students list foods that are given patients for extra nourishment. -Students complete worksheet on special diets (Appendix). -Students taste sample of salt-free foods and sugar-free food. Discuss feelings.	-To achieve 65% or better on written test.
d. Food likes and dislikes are influenced by many factors, e.g. social, cultural,			

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
religious, emotional also by misinformation about foods			
e. Appropriate eating utensils f. Sensory Appeal		-Students experiment eating with wrong utensils (ex: baby utensils), wrong color food (ex: blue rice), something they dislike, etc. Discuss feelings.	
6. Timing and organization 7. Clean up a. Washing dishes b. Drying dishes c. Use of dishwasher		-Students make out time plans and carry out meal, including setting up tray and cleaning up.	
B. Food purchasing 1. Making a list appropriate to home patients needs.	-To do food purchasing for a patient according to their needs and resources	-Read Chapter 11, "Buying Food" in Living Today.	
2. Selecting items a. unit pricing, price comparison b. appropriate size c. appropriate form (frozen, fresh, semi-prepared, etc.)		-Field trips to supermarket with worksheet covering special diet foods, labelling, different forms of products, and pricing, etc.	-To complete a worksheet on food purchasing by going to a food store
d. reading labels 1) ingredients in order of amount 2) awareness of products for special diets a) special items for low sugar diets		-Students plan and prepare a meal for special diets. Students eat the meals and discuss feelings about being restricted as to diet.	
b) special items for low calorie diets c) special items for low salt diets		-Discuss the related job of a dietetic aide.	

Unit: Homemaker Aide
Subject: Food Purchasing /Laundry

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
d) reading labels to check salt, sugar, cholestrol, or caloric content of general products 3. Food Assistance a. Meals on Wheels b. Food Stamps			
C. Laundering 1. Read labels 2. Sort a. general clothes b. soiled bedlinens c. contamined clothing 3. Pretreat a. stains b. very dirty areas 4. Laundry products a. amount b. use of 5. Washing a. water temperature b. washing action c. rinse thoroughly 6. Drying a. machine b. clothes line 7. Folding 8. Hanging 9. Ironing	-To use proper procedures and techniques in laundering clothing	-Read Chapter 14 "Your Clothing-Clothing Care" in Living Today. -Demonstrate washer and dryer and use of iron. -Students examine information on care labels. -Students bring in laundry products and explain use according to directions. -View film "Commitment to Safety" about safety of detergents. -Lecture and discussion on sorting and spotting clothes. -Students bring in clothes from home and wash, dry, and iron them. -View filmstrip "Focus on the Family Wash"	-To do actual laundry according to rules for sorting, washing, drying, folding and ironing

Unit: Homemaker Aide
Subject: Emergencies

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
D. Cleaning duties (to be covered in Unit-Executive housekeeper)			
E. Emergency situations and miscellaneous activities 1. Determining correct emergency procedures 2. Emergency telephone calls a. What? b. To who? c. When? 3. First aid 4. Taking and relying messages 5. Greeting visitors	-Handle ordinary emergencies of the home	-Discuss emergency procedures. -Make a list of supplies and equipment to include in a family medicine cabinet. -Students role play a hypothetical emergency. Record on tape; replay and evaluate. Make recommendations for improvement. -Students role play receiving phone calls, recording message, and greeting visitors into home. Discuss importance of accuracy in phone messages and need for caution in allowing people into the home. -View film "First Aid and Safety".	-To role play handling a hypothetical emergency

HOMEMAKER

TERMS TO KNOW:

- Body mechanics
- Basic four
- Sodium
- Calorie
- incontinent
- dehydration
- constipation
- bedpan
- Fracture pan
- convalescent
- stroke
- acute illness
- germicide
- hemorrhage
- hygiene
- cataract
- diabetes
- pulse
- fatal
- Physical therapy
- bowel
- Partial bed bath
- decubitus ulcers (bed sores)
- body temperature
- oral thermometer
- rectal thermometer
- Celsius-Centigrade
- Fahrenheit
- diet therapy
- saturated fat
- unsaturated fat
- cholesterol
- semi-prepared
- circulatory stockings
- soft diet
- light diet
- liquid diet
- antiseptic
- walker
- cane
- crutches
- care label
- pretreat

HOMEMAKER RESOURCES

Material

Occupational Brief - Homemaker - Home Health Aide

"Homemaker-Home Health Aide - Occupational Quarterly Fall 76-Vol 20, No. 3, pp 61-65

Nutrition - Basic 4 Charts

Homemaker-Home Health Aide, Helen Huber and Audree Spatz, N.Y.; Delmar Publishers

Patient care equipment

- magnifying glass
- large print books
- velco closing clothing
- ace bandages
- heating pad
- walker
- special eating utensils
- food prepared without salt; without sugar
- laundry products

Films

"Name Game" - Ecko

"Basic Four Food Groups" - Tupperware

"Homefires"- N.J. State Museum Film Loan Service

"First Aid and Safety" - N.J.State Museum Film Loan Service

"The Housewares Story" - N.J.State Museum Film Loan Service

"Focus on the Family Wash" - School

"Teeth:The Structure and Care" - Ohio State Dental Association

"Care for Two:Baby and You" - School

Speakers

Visiting Homemaker Service of Central Union County

Dental Hygenist

Dietician

Board of Health

Nursing Home

Physical Therapist

Red Cross

First Aid Squad

Nurse

HOMEMAKER

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Unit V

Housekeeping Management Assistant

Unit: Housekeeping Management Assistant
Subject: Job Description

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
I. Job Description	The students will be able to. . .		
A. Some Basic Responsibilities	-To briefly define the job of a housekeeping management assistant and several places of employment.	-Read job description for housekeeping management assistant in Occupational Outlook and in text, Being a Housekeeping Aide, - Chapter 1. -Write to American Hotel and Motel Association, National Executive Housekeeper's Association or American Hospital Association, for more information. -Discussion. -Written report.	-To write report describing job of housekeeping management assistant, according to established criterion.
B. Places of Employment 1. Institutions a. Hospitals b. Nursing Homes c. Rehabilitation Centers 2. Private Homes 3. Offices 4. Entrepreneurship		-Discuss entrepreneurship as it relates to housekeeping management assistant.	
C. Qualifications		-Look in Dictionary of Occupational Titles for related jobs. -Brainstorm related jobs.	
D. Advancement			
E. Earnings			
F. Other Related Jobs 1) Housekeeper, home 2) Housekeeper, hospital 3) Others			
G. Going On 1. Education 2. Career Possibilities			

Housekeeping Management Assistant

Basic Responsibilities

a. Cleaning and sanitizing bathrooms
b. Emptying ash trays and trash containers
c. Sweeping, mopping, and waxing floors
d. Vacuuming floors, carpets, and furniture
d. Cleaning and polishing furniture
e. Changing bed linens and making beds
f. Washing walls, woodwork, and windows
g. Cleaning ranges, refrigerators, and cabinets
h. Using various cleaning supplies and equipment

Unit: Housekeeping Management Assistant
Subject: Characteristics

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
II. Characteristics of Housekeeping Management Assistant A. Physical 1. Physical stamina 2. Neat 3. Clean 4. Industrious 5. Efficient 6. Alert 7. Good eyesight 8. Coordination B. Social 1. Tactful 2. Courteous 3. Cooperative 4. Dependable 5. Trustworthy	-To identify some of the personal characteristics helpful for a housekeeping management assistant to have.	-From a list of characteristics, write down 5 that you like most in people, 5 that you like least in people, 5 that are pertinent to a housekeeping management assistant. Discuss and evaluate. -Read 4 case studies about housekeeping management assistants looking for jobs. Then select the persons most qualified and tell why. -Fill in the definitions of job related terms on a vocabulary list given out by the teacher.	-To achieve 65% or better on written test.
III. Equipment and Supplies A. Use and Care of Equipment 1. Vacuum Cleaners and attachments a. Simple repair b. Maintenance 2. Carpet Shampooers 3. Electric floor washers 4. Wall washing machines 5. Dishwashers 6. Ladders 7. Washer, Dryers 8. Iron, Ironers 9. Mops, Brooms, Brushes 10. Cleaning cloths, dispenser bottles	-To identify the uses and care of some of the cleaning equipment and supplies used on the job.	-Use of consumer rating magazines to examine and evaluate various pieces of equipment and various supplies. -Fieldtrip to an appliance store to examine various pieces of equipment and to discuss them with a salesperson. ex.: Maintenance, smells and sounds of problems. -Student reports and demonstrations. -Teacher demonstrations. -Student return demonstrations.	-To achieve 65% or better on written test.

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
B. Use of Supplies 1. Assorted supplies a.Abrasive cleaners b.Air fresheners c.Alkali cleaners d.Caustic cleaners e.Disinfectants f.Floor seals g.Furniture polish h.Metal polishers i.Rug shampoo j.Soaps k.Solvent cleaners l.Synthetic detergents m.Water softeners n.Waxes and finishes 2. Suggestions a.Read and follow labels b.Time in contact with surface c.Amount used (dilute) d.Temperature e.Chemical combination f.Harmful fumes g.Trouble shooting		-Read ditto "Meet Your Helpers" from *Housekeeping Management Assistant*, Texas Education Agency, PP. 23-27. -Fieldtrip to a supermarket to examine cleaning products and labelling information. -Examination of labels of cleaning supplies, directions, safety precautions, and antidotes. (Appendix)	
C. Type of surface, product and technique 1. Wall coverings a.Paper 1)Washable 2)Unwashable b.Paneling c.Tile d.Paint e.Cloth f.Stone/brick	-To identify types and care of various surfaces to be cleaned.	-Fieldtrip to a floorcovering store. Salesperson explains floor types and care. -Examine samples of wall surfaces and furniture upholstery and frames. Discuss care.	-To achieve 65% or better on written test.

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
2. Floor Coverings a.Linoleum 1)No-wax 2)Wax b.Tile c.Carpet d.Wood e.Painted wood f.Concrete g.Stone/brick/slate		-Prepare a bulletin board of pictures and illustrations showing various types of surfaces. Link pictures or names of equipment and care agents with surfaces on which they are used.	
3. Furniture Frames a.Wooden b.Chrome/glass c.Marble d.Wicker/Rattan e.Wrought iron			
4. Upholstery coverings a.Washable fabric (synthetics) b.Unwashable fabric c.Vinyl d.Leather			
D. Sanitary Procedures 1. Microorganisms a.Types 1)Bacteria 2)Protozoa 3)Viruses			
b.Growing conditions 1)Food 2)Moisture 3)Temperature 4)Oxygen 5)Darkness c.Transmission 1)Airborne 2)Contact 3)Human carried 4)Vector borne d.Common Diseases caused		-Speaker from Board of Health to discuss common infections, diseases and poisonings caused by lack of sanitation. -Read Chapter 2 on Principles of Sanitation and Disinfection in text: Being A Housekeeping Aide. -Students put vasaline (with food coloring in it) on their fingers and touch various surfaces to indicate how easily dirty hands can spread germs.	

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
2. Disinfection a.Personal Hygiene b.Disinfecting 1)Boiling 2)Chemical disinfecting 3)Use of disinfectants		-Examination of labels of disinfectant products for safety precautions. -Science teacher shows growth of various common germs in petri dishes. (i.e. growth of germs from a sneeze into a petri dish). -Students read charts (Appendix) "Ways Germs are Carried" and "Diseases Carried". -View filmstrip "Sanitation Safety".	
IV. Precautions A. Safety Procedures 1. Use of supplies a.Skin contact b.Antidote c.Safe storage d.Ventilation 2. Use of equipment a.Unplug-hold plug b.110-220 volts c.Proper use c.Conditions for use	-To identify precautions for general safety and sanitation and for using equipment and supplies.	-Read ditto "General Safety Practices" from Housekeeping Management Assistant, Texas Ed. Agency. -Read in text Being a Housekeeping Aide Chapter 16 on "Preventing Accidents and Fire Safety." -Make a list of safety precautions listed on labels and instruction books of cleaning supplies and equipment. -Students work on a safety precaution display (possible FHA activity). -In carefully controlled situation students observe what happens when directions aren't followed for bleach being applied directly to a piece of fabric.	-To achieve 65% or better on written test.
3. Additional Safety practices a.Objects in halls/steps b.Equipment/electrical cords in traffic area c.Litter on floor d.Wet or oily floors e.Climbing on unsafe objects		-Students make posters and bulletin boards on the safe use of supplies and equipment. -Discussion of what might make a person accident prone, noting physical and emotional reasons.	

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
4. Fire Safety a. Types of fires 1) Common fires 2) Liquid fires 3) Electrical b. Prevention c. Equipment 1) Types 2) Procedure d. Fire drill		-Demonstration by teacher of fire equipment. -Student return demonstration. -Discussion of ways of handling various types of fires. -Discuss appropriate behavior during fire drill. -Practice fire drill procedures.	
V. Work Simplification A. Body mechanics 1. Posture 2. Movements a) Lifting b) Reaching c) push/pull B. Motion Economy 1. Productive 2. Simple 3. Curved 4. Rhythmic and smooth 5. Equipment within reach 6. Tools in position 7. Use Gravity 8. Use right part of body-free hands 9. Tools combined 10. Be at ease	-To identify some work simplification techniques to be used on the job	-Before lecture have one person set the table for 4. Video tape the student. Play it back and discuss ways of simplifying the task to cut time and save energy. -Read text, Being a Housekeeping Aide, Chapter 3 on body mechanics and motion economy and Chapter 4 on housekeeping carts. -Demonstration by teacher of lifting a heavy object. -Student returns demonstration.	-Students demonstrate correct procedure for lifting a heavy object and organizing equipment and supplies.
C. Organization of supplies D. Storage of equipment 1. Organized 2. Near place of use		-Demonstration by teacher of organizing supplies and equipment to clean a bedroom and bathroom (in a hotel) using a housekeeping cart. -Student returns demonstration.	

Unit: Housekeeping Management Assistant
Subject: Work Simplification

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
E. Work Schedules 1. Established order a. Kitchen b. Bathrooms c. Bedrooms d. Rest		-Students write work schedule for cleaning a hotel bathroom. Teacher and class orally evaluate them. Students write a corrected version of their work schedules.	
2. All the way Top to Bottom		-Show filmstrip on storage: Rubbermaid: New Room in Your Kitchen. Develop a list of hints for organizing storage areas. -Given a kitchen diagram, have students list where they would store certain items. Have them draw footpaths in making a few different foods. Evaluate efficiency. -Have each student perform a common task using work simplification techniques. Have them explain the techniques as they go along. -Have students organize a spice and condiment cabinet.	
VI. Understanding the Job competence needed for Housekeeping Management Assistant A. In Motel 1. Load Housekeeping Cart a. Sufficient amount b. Organized c. Open side towards room	-To be able to perform certain duties of a housekeeping management assistant. A) In a Hotel a) load a maid's cart	-Fieldtrip to a hotel/motel and "shadow" a housekeeping management aide. -Class develops a check list of supplies for a maid's cart. -Demonstrate loading a maid's cart. -Students return demonstration.	-To return demonstration of duties of a housekeeping management assistant according to established criteria. a) loading a maid's cart
2. Emptying a Vacuum	b) empty a vacuum		b) emptying a vacuum
3. Pass key a. Obtaining b, Using-Responsibility	c) use a pass key	-Read on pass keys and entering guest rooms in Housekeeping Management Assistant.	c) use a pass key
4. Enter Room a. Unoccupied b. Occupied c. "Do Not Disturb" d. Keep Door Open	d) enter a guest room properly		d) entering a guest room properly

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
5. Entry Inspection a. Lights b. Ventilation c. Damage d. Articles left behind e. Reporting	e)-inspect and do preliminary cleaning in hotel room.	-Students complete a sample work order form, which involves reporting damage or a problem and work needed to be done.	e) inspecting and doing preliminary cleaning in hotel room.
6. Preliminary cleaning a. Hang articles of clothing b. Collect trash, ash-tray, glasses, ice buckets c. Open drapes d. Open window e. Replace light bulbs		-Students and teacher devise a preliminary cleaning task list (emptying ash-trays, refilling ice buckets, etc.)	
7. Collect Soiled Linens a. Remove from beds b. Pillowcase handling c. Bathroom linen-terry			
8. Clean Bathroom a. How to: 1) Bathroom & Shower area 2) Bathroom Walls/Door 3) Vanity, mirror, soap dish, glass rack 4) Sink-wash basin 5) Toilet 6) Supplies and Terry 7) Floor b. Supplies 1) Policy of House 2) Sanitary glass wrappers 3) Soaps (size of) 4) Sanitary toilet band 5) Toilet Tissue Specifications	f)-clean a bathroom	-Demonstrate cleaning a bathroom. -Students return demonstration. Practice to improve speed. -Students read Chapter 13 in text, Being a Housekeeping Aide on cleaning public bathrooms. -Discuss products used to clean various items in the bathroom.	f) cleaning a bathroom

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
9. Clean and Dust Bedroom area a.Door b.Clothes rack c.Credenza 1)Outside 2)Inside 3)Replace supplies in drawer d.Light fixtures e.T.V. 1)Screen-window cleaner 2)Set and Stand-Dust 3)Turn on a.Testing b.Reporting f.Mirror g.Table and Chairs h.Headboard and Nightstand 1)Top 2)Side i.Telephone j. AC unit/windows	g) clean a hotel room/bedroom area	-Students experiment dusting with various types of cloths and motions. Which work best? Why? -Demonstrate and discuss organizing the closet area and dusting and polishing furniture and vacuuming the floor. -Students return demonstration. -Students read Chapters 4,5,6 in text, Being a Housekeeping Aide on basic cleaning procedures and on cleaning floors.	g)cleaning a hotel room/bedroom area
10. Make Bed a.Methods 1)Once-around made from side 2)Alternate made from head and foot	h)make a bed	-Demonstration of changing linens and making a bed. -Students return demonstration and practice until their speed is improved. -Read on cleaning tasks in Housekeeping Management Assistant (PPA41-A65.)	h)making a bed

Unit: Housekeeping Management Assistant
Subject: Duties (Hotel)

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
11. Final Stage a.Vacuum 1)Move furniture 2)Start at farthest corner 3)Finish by door b.Final Check 1)Deodorize 2)Adjust drapes 3)Check room	i)vacuum a floor		i)vacumming a floor
c.Turn out Lights d.Lock and Close Door e.Room Assignment Sheet		-Students examine and practice filling out sample room inspection reports used by the Ramada Inn.	
12. Handling Customer Complaint	j)handle a customer complaint	-Students role play a maid dealing with an angry customer.	j)handling customer complaint
B. In Hospital 1. Patient's Room a.Daily Cleaning 1)Damp Dust Furniture a)Germicidal detergent b)Soak cloth c)Top and sides 2)Wash and Dry a)Germicidal b)Fixtures in bathroom-sink, tub, shower, toilet, mirror, towel holder c)Waste baskets-reline 3)Dustmop floor 4)Dampmop floor a)Patient room floor b)Bathroom	B.In a Hospital a)daily cleaning of patients room	-View filmstrip "Patient Room Cleaning". -Demonstration of how to clean patient's room.	B-a)Cleaning patient's room while occupied.

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
5)Dispose of trash 6)Check supplies			
b.Check out cleaning (same as daily Plus:) 1)Overall check 2)Discard all disposables 3)Strip bed-let air 4)Damp dust all furniture a)Insides and bottom sides b)Everything in room 5)Wash and Dry a)Fixture in bathroom dispensers, tiles, walls b)Patient bed and mattress c)All pipes 6)Wet mop and rinse floors 7)Make up Bed	b)check out cleaning of patient's room		b)cleaning patient's room at check out
2. Isolation a.Daily Cleaning 1)Preparation a)Scrub up b)Mask and Technique c)Attire-gowns, disposable gloves, caps, shoe covers	c)Daily cleaning of isolation room	-View filmstrip "Isolation Room Cleaning."	c)cleaning occupied isolation room

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
2) Material used a) Kept inside isolation b) Trash bags waste basket liners c) Disposable cleaning cloths d) Paper towels and tissue 3) Removal of Trash and Soiled Linen a) Plastic bag b) Sealed in room c) 2nd bag -another holds -doesn't enter room 4) Furniture a) Wash all b) Do not dry 5) Toilet and/or Bath a) Wash all areas b) Dry only toilet seat c) Clean bed pan 6) Floor Care a) Fresh germicidal b) Wet mop room and bath -measure carefully -corners, under things, behind sink c) Allow solution stay on floor d) Damp dry floor Do Not leave wet		-Fieldtrip to Hospital. View Housekeeping Assistant preparing to clean isolation room. If possible, observe actual cleaning of unoccupied room.	

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
7) Leaving Isolation Room a) Remove protective attire b) Discard disposable things c) Double bag d) Scrub			
b. Check out cleaning 1) Same preparation 2) Walls and Ceiling a) Woodwork b) doors c) Windows 3) Furniture a) Bed -Mattress both sides -Springs -Canisters and legs b) Accessories -Lamps, switches, cords, telephones, thermostats c) Other Furniture -Interior -Exterior	d) check out cleaning of Isolation room		d) Cleaning simulated isolation room at check out
C. In Home 1. Clean and polish kitchen cabinets 2. Clean, remove grime without damaging finish a. Range tops b. Oven c. Exhaust fans d. Coffee makers	C-a) Clean kitchen cabinets b) Clean major appliances	-Lecture. -Teacher demonstrates, students return demonstration. -Discussion on importance of respecting privacy and responsibility for others personal property and business.	C-a) Cleaning kitchen cabinets b) Cleaning major appliances
3. Clean and defrost interior refrigerator	c) Defrost refrigerator		c) Defrosting refrigerator

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
4. Laundry (Under Homemaker Aide)	d)Launder clothes		d)laundering clothing
5. Schedule a.Importance b.According to frequency	e)Schedule time and work to be done.	-Discussion of importance of scheduling; what things need to be done daily, weekly and monthly? -Set up schedule of household duties. (appendix). -Students make cartoon flyers explaining ways to schedule cleaning and how to do the cleaning. Distribute flyers in supermarkets in poverty areas (possible FHA activity.)	e)To achieve 65% or better on written test.
D. In Office 1. Move furniture a.Clean under/behind b.Label for return 2. Value of a.Machines b.Materials c.Confidentiality 3. Cleaning of office machines	D-In Office a)Move furniture b)Clean office machines	-Visit an office to become familiar with the various machines used and how they are kept clean. Note how important it is to return right chair to right desk etc. (possible "shadow" the housekeeping attendant.)	D-a)Moving furniture b)Cleaning office machines
E. Occasional Duties 1. Turning mattresses 2. Cleaning a.Windows b.Window treatments 1)shades 2)blinds c.Lighting fixtures 3. Polishing furniture 4. Shampoo a.Furniture b.Carpet 5. Hang drapes 6. Linen shelves	E-To perform the duties occasionally done by the housekeeping assistant	-Demonstration of each occasional duty by teacher. -Student returns demonstration. -Reading directions on the labels of various cleaning products to be used. -Matching game of cleaning product with item to be cleaned. -Lecture. -Read in Text: Housekeeping Aide, Chapters 12 & 17 on specialized cleaning.	E-Performing occasional duties

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
7. Wax Floors a. Type wax b. Procedures c. Remove wax build-up 8. Cleaning floors a. Dusting b. Mopping c. Scrubbing d. Vacuuming			

Housekeeping Management Assistant

Terms to know:

Linen
Terry
Miter
Pass keys
Abrasive
Alkali
Solvent
Antidote
Ventilation
Occupied
Unoccupied
Bacteria
Disinfectant
Infections
Germs
Isolation
Equipment
Supplies
Synthetic
Soap
Detergent
Buffer
Conductive floors

Housekeeping Management Assistant

Resources

Samples of wall surfaces, furniture upholstery and frames.

Consumer rating magazines.

Collection of cleaning supplies - especially labels.

Instruction books of cleaning supplies and equipment.

Video tape machine

Sample forms, linen report, inspection report, work orders.

Speakers

Salesperson - appliance store

Housekeeping Management assistant 1-from business/hotel
2-from hospital

Science Teacher

Board of Health

Films/filmstrips

"Sanitation Safety" - School

"The Importance of Handwashing"-free loan Huntington Laboratories

"Patient Room Cleaning"-Huntington Laboratories

"Isolation Room Cleaning"-Huntington Laboratories

Housekeeping Management Assistant

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Winter, Elmer L., Your Future In Your Own Business, N.Y.: Arco Publishing Co., 1977.

Being A Housekeeping Aide, Hospital Research and Educational Trust, Robert J. Brady Co., Maryland 1980.

Caring for a Home, Procter and Gamble Education Services, Ohio.

Housekeeping Management Assistant, Texas Technical University Department of Home Economics, 1969.

Unit VI

World of Work

FHA/HERO

Unit: World of Work
Subject: Meaning of Work

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
I. Meaning of Work A. Income B. Emotional Needs C. Values D. Attitudes	The student will be able to... -to understand the meaning of work and how it fits into society	-Pre-test (Appendix). -Students brainstorm values and attitudes related to why people work. a. Are any of these cultural in nature? b. Why? -Students complete Value Survey (Appendix).	-To achieve 65% or better on worksheet "Why Work?" and role play panel. (Appendix)
II. Related Jobs A. Job Clusters B. Career Ladder C. Career Lattice		-Terms to know. -Students make a list of related jobs. Use Occupational Outlook Handbook or Dictionary of Titles. -View filmstrip "Jobs for You: It's happening in Home Economics".	
III. Steps for Job Hunt A. Where to look 1. School Placement Service 2. Family and Friends 3. Walk-in visits to Employers 4. Classified Ads 5. Employment Agencies a. Public b. Private 6. Civil Service 7. Union Offices	-To identify the steps involved in looking for a job and be able to perform them a) to locate job positions	-Students brainstorm list of steps. Bring out advantages and disadvantages of each step. -View filmstrip "Job-Hunting-Where to Begin". -Students bring in newspaper ads and find names of three Companies in phone book as potentials. (Appendix). -View slides "Job Quest Series #1: Job Sources."	a) To achieve 65% or better on written test
B. Getting an Interview 1. Phone 2. Person 3. Mail			
C. Preparing for Interview 1. Resume a. Heading b. Occupational goal c. Work experience d. Education e. Personal Data f. References 1) Character 2) Business	b) To prepare a cover letter, resume, and application	-Lecture. -Students read Chapters 7 and 8 on Job interviews in Preparing for a Home Economics Career. -Students look over various resumes and cover letters, and critique them. (Appendix)	b) Prepare a cover letter and resume

Unit: World of Work
Subject: Steps for Job Hunt

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
2.Cover letter a.Letter of inquiry b.Letter of Application 3.Job Application Forms		-View slides "Job Quest Series #2: Writing about your Application Form and Resumes." -Students complete sample forms (Appendix).	-Complete an application form
D. Job Interview 1.Do's and Don'ts a.Attitude b.Communication 1)Verbal 2)Nonverbal c.Dress	c)To correctly go through job interview	-View film "Appointment With Tomorrow" about going for an interview. -Discuss questions asked during interview. -Make list of things an interviewer is looking for. (good and bad). -Have principal come in and interview students. Practice for interview contest at FHA Convention. (Possible FHA activity). -Students role play interview. Use sample evaluation sheet.(Appendix). -Students find pictures "How"and"How Not To" dress for an interview.	c)Role play a job interview and telephone ettiquette
2.After Interview a.Review b.Follow-up letter c.Phone call		-Students write a sample letter. -Students role play a follow-up phone call. -View slides "Job Quest Series: Interviewing for a Job."	
E. Pre-employment test 1.Reasons for 2.Samples of		-Students look over sample test. (Appendix)	
F. Deciding on Job 1.Working Conditions a.Hours b.Personal Safety c.Ecology 2.Income a.Fringe Benefits b.Costs of Working 3.Advancement	-To identify conditions affecting job choice	-Students read Chapter 9 in *Preparing for a Home Economics Career*. -Students brainstorm and identify things that would influence whether they took the job or not. -View "What's In a Pay Check?" about Benefits and deduction.	-To achieve 65% or better on written test

Unit: World of Work
Subject: Laws and Regulations

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
IV. Laws, Regulations and Policies Affecting The Worker A. Social Security B. Federal Tax Laws C. Minimum Wage and Hour D. Health Regulations E. Union Policies F. Discrimination Laws	-To identify laws, regulations and policies affecting the worker.	-Discussion/Lecture -Students complete browsing session sheet. (Appendix). -Students complete Post Assessment instrument. (Appendix).	-To achieve 65% or better on written test.

Unit: FHA/HERO
Subject:

CONCEPT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	EVALUATION
* FHA/HERO Vocational Student Organization A. Purposes B. Organization C. Projects D. Officers E. State Sponsors 1.Conferences 2.Regional Workshops	-To understand the purposes of FHA/HERO and how it relates to the course.	-Students read FHA/HERO Fact Sheet. (Appendix) Discuss. -Display emblem, Teen Times magazine and pin. -Discuss: a. Offices and duties b. Need for dedicated leaders -Conduct election. -Discuss: a. Executive Committee meetings b. State project themes -Display verbal question/answer a. Who belongs to HERO? b. What is main purpose of HERO? c. How is HERO related to FHA? -Students participate in a project incorporating leadership, cooperation and brotherhood. -*(During fall orientation of class members of the FHA/HERO club/organization will be discussed and member accepted for functioning throughout the school year.)	-Operation of FHA/HERO organization according to teachers satisfaction.

Terms to Know

World of Work

Career
Job
Occupation
Profession
Trade
Vocation
Avocation
Resume
Interview
Employment Agency
Dead-end job
Saleable skill
Fringe Benefits
Dual role
Career ladder
Job Cluster
Career lattice
Skilled
Unskilled
Entry-level

World of Work

Resources

Film/Filmstrips

"Appointment With Tomorrow" N.J. State Museum Film Loan Service

"Jobs for You: It's Happening in Home Economics" Guidance Associates

"Job Hunting-Where to Begin" Guidance Associates

"Job Quest Series #1: Job Sources"(#50686)

"Job Quest Series #2: Writing About Your Application Forms and Resumes" (#50687)

"Job Quest Series #3: Interviewing for a Job" (#50689), Material Development Center

"What's in a Pay Check?" Butterick Publishing

"Succeeding in the World of Work" filmstrip series-McKnight Publishers.

Materials

Occupational Outlook Handbook

Dictionary of Titles

"Teen Times" Magazine

"Career World" Magazine

Kimbrell, Grady and Ben S. Vineyard, Succeeding in The World of Work, 3rd. ed. Illinois: McKnight Publishing Co.

World of Work

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Securing Employment; Competency Based Teaching Module. Occupational Preparation. OE Instructional Code 090299. United States Government, Washington, D.C., 1977

Exploring Home Economics Related Careers, New Jersey: Department of Education: Rutgers University, 1976.

Bolles, Richard Nelson, What Color is Your Parachute? California: Ten Speed Press, 1979.

APPENDIX

for

COMMUNITY SERVICES

Institutional, Community, Home Management and Support Services

HOME ECONOMICS AND CONSUMER EDUCATION

Department of

VOCATIONAL EDUCATION

UNION COUNTY REGIONAL HIGH SCHOOL DISTRICT NO. 1

1983

THE FAMILY

Working with many families, you must realize that as each person is different, so is each family different. The average family group consists of father, mother and two or three children ranging from pre-school age to early adolescence. There are many variations from the "average family" such as: one parent with small children; one parent with small children and an aged grandparent; a person living alone; a family of two which may consist of various combinations of people.

People live differently because of their own family values and the way they adjust to the circumstances. Some of the factors that make for differences between families are:

- Religion.
- National origins and background.
- County, suburban or city living.
- Level of income.
- Personalities within the family.

Each family develops its own pattern based on the above factors. Some families are a close, cooperative unit; some are a group where each person works by himself. Some families find it hard to accept help from anyone -- others are content to let anyone take over everything -- and then, there are variations of these two extremes.

VARIATIONS IN THE PATTERN OF FAMILY LIFE

1. A family group consisting of a single parent with small children. Mother becomes the wage-earner and the head of the household. Grandmother takes over the care of the home and the general supervision of children.

2. A family of two which may consist of various combinations of people.

3. A person living alone.

4. A family group extended by the presence of grandparents. Hostility caused by economic responsibility; the value to young children; value conflicts in discipline between generations.

THE VALUES CLARIFICATION PROCESS

Values clarification is a valuable and practical approach to the educational task of helping children and young people in more effective decision-making. A central task of educators today is: How do we help young people move through the tangles of personal beliefs, interests, attitudes, feelings and conflicting information about life situations and life problems? How do we help them gain the strengths to make intelligent, life-fulfilling decisions regarding their own lives and learn to accept responsibility for the decisions they make? To the extent that some already have many of these necessary skills and resources, we can reinforce them. For those who don't, we have the responsibility to build these challenges into educational experiences.

Values clarification strategies do not teach a particular set of values. Rather, they are designed to help children and young people sort out, talk about and think through their own value systems. The emphasis of this approach and these strategies is on process - on the very personal process by which an individual defines his own value system and by which he makes constructive decisions - decisions he can live with and take responsibility for.

For the purpose of values clarification, the valuing process is defined in an operational fashion, in terms of how it works. The valuing process includes seven elements clustered in the three action processes of choosing, prizing, and acting. These seven elements can be used as a set of criteria to hold up against any choice or decision a person makes to determine the nature or depth of a value commitment.

Choosing: 1. Choosing from alternatives.
2. Choosing after considering the consequences.
3. Choosing freely.
Prizing: 4. Considering what one prizes and cherishes.
5. Affirming one's choice publicly, to others.
Acting: 6. Doing something, acting in terms of one's choice.
7. Doing so repeatedly, as a pattern in one's life.

Though each values clarification strategy usually emphasizes one or more of the three processes of choosing, prizing, and acting, each can be expanded to include all three processes. Basically, the goal of values clarification techniques is to help people:

- Look for their own alternative ways of handling problems or situations; recognizing that each might make different selections.
- Examine the consequences, the what-would-happen probabilities, for each alternative, and
- Make personal decisions based on an honest and accurate assessment of the information they have generated. By emphasizing, prizing and acting processes, in addition to the choosing, values clarification brings immediacy and meaning to the personal decisons being made.

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VALUES VOTING

Purpose: This strategy is designed to encourage participants to make a public affirmation on a variety of value laden issues.

Procedure: (total group activity)

1. Participants indicate their position on a series of questions through non-verbal responses.

   non-verbal signals
   affirmative - raise hands
   negative - thumbs down
   undecided or pass - arms folded

2. Discussion of issues is held until questions are completed.

   Sample questions - see attached

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VALUES VOTING QUESTIONS

How many of you...

...are completely honest in filing your income tax?

...think there are times when cheating is justified?

...have seen someone die?

...approve of premarital sex for boys/girls?

...think that most schools today are exciting places?
that your school is an exciting place?

...meditate?

...lie about your weight?

...would approve of contract marriages in which the marriage came up for renewal every five years?

...enjoy smoking?

...think there is nothing morally wrong with using the pill for birth control?

...watch the checker in the supermarket to see if he makes a mistake or cheats you?

...own a credit card?

...have purchased a hardbound book - not a text - in the past three months?

...have ever given money to a beggar?

...think we should legalize mercy killings?

...have ever refinished a piece of furniture?

...really enjoyed what you did last Saturday?

...have written a will?

...would permit another teacher to evaluate your performance?

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...have changed your stand on religion in the past five years?

...have a savings account?

...know someone who is an alcoholic?

...would donate a part of your body to an organ bank?

...feel happy about what you're doing with your life?

...know someone who used marijuana?

...know at least one person you can always go to with your problem?

...got enough sleep last night?

...are in good health? And have a check-up regularly?

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FORCED CHOICE VALUES TEST

Directions: Circle one of the two choices in each blocked area.

1 - to be reasonably sure about the future
12 - to do things well

7 - to have friends
10 - to have things neat, orderly and organized

6 - to do new and different things often
8 - to arrange for an atmosphere that makes for satisfying family living

3 - to have people think well of me
9 - to do what is right according to my beliefs

4 - to do things for my family and others
11 - to have as many good things as possible

2 - to have influence with people
11 - to have as many good things as possible

4 - to do things for my family and others
10 - to have things, neat, orderly and organized

2 - to have influence with people
12 - to do things well

4 - to do things for my family and others
12 - to do things well

5 - to have as much freedom as possible to do the things I want to do
8 - to arrange for an atmosphere that makes for satisfying family living

2 - to have influence with people
3 - to have people think well of me

7 - to have friends
8 - to arrange for an atmosphere that makes for satisfying family living

5 - to have as much freedom as possible to do the things I want to do
12 - to do things well

3 - to have people think well of me
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9 - to do what is right according to my beliefs
12 - to do things well

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10 - to have things neat, orderly and organized

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8 - to arrange for an atmosphere that makes for satisfying family living

5 - to have as much freedom as possible to do the things I want to do
6 - to do new and different things often

6 - to do new and different things often
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1 - to be reasonably sure about the future
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3 - to have people think well of me
6 - to do new and different things often

2 - to have influence with people
4 - to do things for my family and others

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8 - to arrange for an atmosphere that makes for satisfying family living

3 - to have people think well of me
4 - to do things for my family and others

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2 - to have influence with people
6 - to do new and different things often

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10 - to have things neat, orderly and organized

6 - to do new and different things often
9 - to do what is right according to my beliefs

1 - to be reasonably sure about the future
6 - to do new and different things often

3 - to have people think well of me
7 - to have friends

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7 - to have friends

4 - to do things for my family and others
9 - to do what is right according to my beliefs

5 - to have as much freedom as possible to do the things I want to do
11 - to have as many good things as possible

1 - to be reasonably sure about the future
4 - to do things for my family and others

1 - to be reasonably sure about the future
7 - to have friends

3 - to have people think well of me
12 - to do things well

1 - to be reasonably sure about the future
3 - to have people think well of me

5 - to have as much freedom as possible to do the things I want to do
9 - to do what is right according to my beliefs

1 - to be reasonably sure about the future
9 - to do what is right according to my beliefs

7 - to have friends
12 - to do things well

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No of times circled		Rank	Key
	1. To be reasonably sure about the future		
	2. To have influence with people		
	3. To have people think well of me		
	4. To do things for my family and others		
	5. To have as much freedom as possible to do the things I want to do		
	6. To do new and different things often		
	7. To have friends		
	8. To arrange for an atmosphere that makes for satisfying family living		
	9. To do what is right according to my beliefs		
	10. To have things neat, orderly and organized		
	11. To have as many good things as possible		
	12. To do things well		

KEY

1. Security
2. Influence
3. Status
4. Helpfulness
5. Freedom
6. New Experience
7. Friends
8. Family
9. Religion
10. Neatness
11. Materialism
12. Pride of workmanship

Attitudes Toward Death[1]

This Exercise is designed to explore attitudes toward death and dying.

- introduce the exercise and distribute the questionnaire
- provide 5 to 10 minutes to respond to the questions
- discuss the group's responses to selected items

There are no right or wrong answers. The purpose of this questionnaire is to help you look at your own feelings about death at this time. Answer as honestly as you can. Feel free to make additional comments on any question in the space marked other. You may mark more than one answer.

1. To the best of your memory, at what age were you first aware of death?

___A. Under age three ___C. Five to ten Other:______________
___B. Three to five ___D. Ten or older ____________________

2. When you were a child, how was death talked about in your family?

___A. Openly

___B. With some discomfort

___C. Only when necessary, and not in front of children

___D. As though death was a forbidden subject

___E. Don't remember any talk about death

3. Which of the following most influenced the way you think about death now?

___A. Death of someone close ___E. TV, movies, radio

___B. Things you have read ___F. Length of time family members have lived, how long-lived

___C. Religion

___D. Funerals ___G. Own health

Other:____

4. Has religion been an important part in the way you think about death?

___A. Very important ___C. Not very important

___B. Important ___D. No part at all

Other:____

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[1] Occupational Home Economics Education Series, Care and Independent Living Services for the Aging, Section III-A22, Superintendent of Documents, U.S. Government Printing Office, Washington, DC: 1977.

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5. How often do you think about your own death?

___A. At least once a day

___B. Often

___C. Sometimes

___D. Not more than once a year

___E. Never or almost never

Other:______________________________

6. What does death mean to you?

___A. The end of life

___B. A new beginning, of life after death

___C. Endless sleep and peace

___D. End of physical life, but the spirit lives on

___E. Don't know

Other:______________________________

7. What thing about your own death bothers you most?

___A. I could no longer have any experiences

___B. I am afraid of what might happen to my body after death

___C. I am not sure what will happen to me if there is life after death

___D. I could no longer provide for my family

___E. My relatives and friends would grieve

___F. I could not finish things I had started

___G. The process of dying might be painful

Other:______________________________

____

8. What do you believe causes most deaths?

___A. Most deaths happen because the person wants to die

___B. Most deaths happen because of the way the person uses or fails to use things such as tobacco, alcohol, medicines

___C. Most deaths just happen

9. If your doctor knew that you would die from a disease and had a limited time left to live, would you want him to tell you?

___A. Yes

___B. No

___C. Depends on circumstances

Other:______________________________

10. If it were possible, would you want to know the exact date on which you were going to die?

___A. Yes

___B. No

Other:______________________________

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Case Study on Feelings About Death

This case study allows for discussion of the role and feelings of a trainee in a terminal illness situation.

- introduce case study

- read or hand out the case:

> Henry Wilks, age 88, who lives alone with the assistance of a homemaker-home health aide, learns he has an inoperable cancer and has only a short while to live. He wants to see all of his grandchildren before he dies and so calls the family and begs them all to come to his house for Thanksgiving in two weeks, but doesn't tell them why. They all feel it would be too much trouble for him, and some have other plans. They try to get him to go see his younger brother for Thanksgiving. He is hurt and disappointed and gets angry and hangs up. He then explodes at the homemaker-home health aide, telling her how she wouldn't be there unless he paid her, that no one likes him, and his own children have never really loved him

- discuss the role and feelings of the homemaker-home health aide in this case. How do we react to working for someone who is as seriously ill as Mr. Wilkes? Could anything have been done regarding the Thanksgiving problem? How do you think that you, as the homemaker-home health aide, would react if Mr. Wilkes took his anger out on you

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Student Project Spirit Master #6
for use with Film #3 "To Find a Friend"

Interviewing an Older Person

A Living History Exercise

Here is a project in which you can become both a reporter and a historian. It is your assignment 1) to find an older person who will share with you his or her memories of childhood and 2) to record these facts and stories so that they will never be lost.

To be a good interviewer you have to be super-curious and a very good listener. Your family or teacher should be able to help you find a subject to interview. Or, perhaps you have an older friend or grandparent living nearby who would be happy to respond to your questions. Bring a pencil or pen, a pad of paper, and perhaps a tape recorder. And consider doing your interview by telephone.

However you arrange your interview, you will need to ask good questions. Trusting your curiosity, set out to discover all you can about the girl or boy who once existed inside the older person you are meeting with.

Ask, for example:

- Who was your favorite school teacher?
- What was it like to grow up when you were young?
- How did you spend your school holidays?
- Why did you choose the job you did?
- Where have you traveled in the world?
- How did you feel, for example, when you first saw an airplane?
- Tell me what it was like for children when my parents were around my age.
- Did you ever witness a great historical event? Tell me about it.
- Where did you grow up? And how has it changed?

Happily, you will probably find that after you've used a few prepared questions, your formal interview will turn into a relaxed conversation—between friends.

Made possible by The Sears-Roebuck Foundation

ROLE PLAY: "MRS. SMITH"

SYLVIA SMITH

You are an elderly widow. You live in the family's old house on the edge of town. You want to stay in the old home because it is so full of memories and just because you're used to living there. But sometimes it's awfully lonely. Most of your friends have either died or have moved away and forgotten you. None of your family lives in town now and your young neighbors aren't at all friendly. You've stopped going to church gatherings because there's no one there you know anymore. Besides, since you've been ill it's getting more and more difficult to get out. It's all you can do to get to the grocery and the doctor's.

Some people from the old people's agency have been out to see you. They say they want to help you when they realize how hard your life is. But they never come up with anything that would really help. Just yesterday a young worker named Alice was out to the house. She asked a lot of questions and told you about some services they have. Alice suggested you join the drama group at the senior center. But they're so unprofessional. You know you wouldn't be happy there and they wouldn't be happy with you. She made other suggestions, too. But none of them would work out. You suppose she really was trying to be helpful but she just doesn't understand. You finally told her that you've lived here alone for several years and even though it's difficult, you're sure you can keep on for several years more.

Today, you are going to see Alice again. She said she might bring Pat Albion, who is her supervisor, along. You have known Pat for a couple of years.

ALICE BRADFORD

You are a newly hired outreach worker. Even though you have only been on the job a short time, you already find your work very gratifying. You have visited several clients whom you were able to help by alerting them to available services.

However, yesterday you had one frustrating visit. You had been asked to visit Sylvia Smith, an elderly widow who lives by herself. As you talked with Mrs. Smith, you realized that she is a very lonely lady who needs some social contact and activity. Yet she uses her illness as an excuse for not getting out. When you made suggestions to help her get involved with others, she pretended to be satisfied with just her grocery trips, visits to the doctor, and staying home alone. She wants to maintain her old routine and hold onto the past. However, she complains about not having any family, close friends, church, friendly neighbors, etc. You wonder if she's afraid to seek out new friends.

You know that Pat Albion, your supervisor, knows Mrs. Smith, and decide to have Pat join you when you see Mrs. Smith today.

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ROLE PLAY: "MRS. SMITH"

PAT ALBION

It has been brought to your attention that the new outreach worker, Alice Bradford, whom you supervise, is having trouble with Mrs. Smith. You know from past experience that Mrs. Smith is a lady who cannot be pleased. She makes it impossible for people to help her and seems to enjoy being miserable.

You want to talk with Alice so that her experience with Mrs. Smith won't diminish her enthusiasm. You feel Alice has the potential to be a very effective outreach worker. And, at the same time you must decide what to do about Mrs. Smith, whom the other outreach workers have nicknamed the "martyr".

You are going with Alice to see Mrs. Smith today.

"MRS. SMITH" DISCUSSION QUESTIONS

1. Should Pat Albion tell Alice Bradford about Mrs. Smith or let her work out the situation for herself? Why?
2. What is your goal in helping Mrs. Smith?
3. What is Mrs Smith's goal?
4. What alternatives are there for helping Mrs. Smith help herself?
5. What are the possible consequences of each alternative?
6. Which one would you choose? Why?
7. What would you do if none of the alternatives are effective?
8. How can one deal with martyrs without feeding their martyrdom?
9. How do you feel when you offer practical solutions and they are rejected?
10. At what point do you terminate service to an individual who constantly complains but rejects help?

ROLE PLAY: "THE PHONE CALL"

MR. CRATS

You are an old man, nearly 84 now, and you feel you've lived your life. You were a hard worker, employed at the plant for fifty good years. You were a good husband to your wife, Anna, and a good father to your three children.

Anna has been dead now for ten years and the children all have their own families in different cities. So you live all alone. You do hear from the children on holidays. And, they each send money to help you pay your bills.

You don't have anything to do. All your old friends have passed on. And you feel it's to difficult for you to get out with your arthritis. You don't even want to go to therapy at the clinic anymore. You feel it's senseless to fix up an old body.

It seems as if everyone would be better off if you would die in your sleep some night. You wouldn't be a burden to the children anymore. And no one would really miss you. You don't understand why a person can't just die when he has already served his usefulness and no one needs him anymore. You feel you're really too old to be worth anything.

The phone is ringing now. You answer and find it's Lee Wilson, who calls you periodically as part of the telephone reassurance program.

LEE WILSON

You are a volunteer who calls several older people periodically as part of the telephone reassurance program. You check to see if they're all right and chat with them awhile.

You've been calling Mr. Crats for two months now. He lives alone in the old section of town. At first he seemed well-adjusted and quite capable of handling his arthritic handicap. But lately he seems a little depressed and nervous.

You called the clinic he goes to this morning to check on his progress. They told you he used to visit the clinic regularly for physical therapy and was doing well. But his visits have recently ceased. They called to inquire about his absence, and he refused further treatment.

You decide to call Mr. Crats.

"THE PHONE CALL" DISCUSSION QUESTIONS

1. What is Mr. Crat's major problem?

2. How would you hope Mr. Crats could feel?

3. What is the relevance in Mr. Crat's refusal to go to therapy?

4. What is Mr. Crat's image of himself?

5. What alternatives are there for helping Mr. Crats solve his problem?

6. What would you try first? Why?

7. What would you do if none of the alternatives work?

8. Are there other problems implied? If so, what?

9. What can you do to help Mr. Crats solve these?

10. Should elderly people be allowed to give up trying to live?

ROLE PLAY: "PET FOOD"

GERTRUDE ENSWILER

You are an elderly lady. Each day you eat lunch at the Senior Center. When lunch is almost over you usually check around to see if you can collect leftovers for your dog. You feel it's a shame to throw out good food when scraps are all you can give to the dog.

You ask each person if they are going to eat all of their food. Some give you food to put in your little bag for the dog, but others are mean and selfish. You feel hurt when they say no. You feel they don't like you and your dog.

Shirley, Herbert and Virgil are almost done eating. You decide to ask them for leftovers.

SHIRLEY WOJAKOWSKI

You are an elderly lady. You have difficulty getting enough food with your limited means, so you signed up for lunches at the Senior Center several weeks ago. You savor each bite of your lunch because your other meals are meager or non-existent. Whenever possible, you get seconds. You never waste a bit of food.

Today, as before, Gertrude is making rounds as people finish eating, trying to get scraps for her pet. It's hard for you to accept collecting food for a pet's dinner when you probably won't have much dinner yourself.

HERBERT DINSMORE

You are an elderly gentleman. You live in the senior housing next door to the town's Senior Center. Each day you eat lunch at the Center. You enjoy lunches as long as things go smoothly. You hate it on some days when there is some sort of confusion that interrupts your lunch. On these days you become quite irritable.

It is lunch time now and already there was some delay due to a reservation foul-up. You can feel your temper getting short so you decide to eat alone.

As you eat, you notice Gertrude stopping by each person, asking for left-overs for her pet. She is coming over to you.

ROLE PLAY: "PET FOOD"

VIRGIL HENRY

You are an elderly gentleman who eats lunch at the Senior Center. You like most of the people you have met there. There is really only one lady who annoys you: Gertrude Enswiler. She is always bugging people for something.

Today at lunch you see Gertrude stopping by each person's plate asking for leftovers. If they don't answer quickly enough, she just grabs the food.

Gertrude is coming over to you now.

DONNA VORLICK

You are a worker at the local Senior Center. One of your duties is to supervise the lunch room. Usually things run quite smoothly and you can just chat with the seniors.

Today you notice Gertrude Enswiler is asking people for leftovers for her pet. Some of them really seem irritated with her request and her brash nature in general. You decide to go over and talk with them before the situation gets heated.

"PET FOOD" DISCUSSION QUESTIONS

1. Is Gertrude wrong in wanting to take leftovers to her dog?
2. Are Virgil, Herbert and Shirley justified in their irritation at Gertrude?
3. How could you handle the immediate situation?
4. What could you do to help this problem in the long run?
5. Does Gertrude realize her behavior is irritating?
6. How do you feel about mediating arguments?
7. Should non-conflict always be the goal?
8. Whose behavior needs to be modified?

ROLE PLAY: "THE BLACKBURN FAMILY"

HENRY BLACKBURN

You are an 85 year-old man who lives alone in an apartment. You enjoy your life there. Age has slowed you down a bit, but you still feel quite capable of taking care of yourself. You have several friends in the building and you even like the times you are completely alone so that you can pursue your hobby, photography.

Recently your daughter, Doris Butler, who lives on the other side of town, has been trying to convince you to move in with her and her family. You feel that she treats you like you're old and feeble and can't do anything for yourself. She's always trying to do things and make decisions for you. You know if you moved in with her you would lose all your independence. Even though you know your daughter loves you, you are very hurt by her attitude.

DORIS BLACKBURN BUTLER

You are a 55 year-old woman with a family and a part-time job as a secretary for an insurance company. Your mother passed away several years ago and your father lives alone in an apartment on the other side of town. You are very concerned about him living by himself and trying to manage his own affairs independently. He is quite old and just doesn't understand today's world. You're afraid he'll be taken advantage of or harmed. You think he is just too old to take care of himself. You are trying to convince him to move in with you and your family so he can be watched after, but he is a very stubborn man.

JAMIE SPROUT

You are the worker assigned to Mr. Blackburn, an 85 year-old man who lives alone in an apartment. Lately he has complained that his daughter, Doris Butler, wants him to give up his independent life and come live with her and her family. He is an elderly gentleman, but seems to get around all right and has control of his mental faculties. He has done for himself all his life and is offended at the thought of being cared for by someone else.

His daughter Doris has her father's best interests at heart but does not understand her father's feelings concerning the proposed move. She honestly believes he needs to be cared for and wants to help him.

You have been asked to talk with Mr. Blackburn and his daughter to settle this problem.

"THE BLACKBURN FAMILY" DISCUSSION QUESTIONS

1. What is the main problem in this role play?

2. What is (are) the secondary problem(s) apparent in this role play?

3. How does Mr. Blackburn want to solve the problem?

4. How does his daughter want to solve it?

5. What are other alternatives?

6. What is Jamie Sprout's responsibility?

7. What are the possible consequences of each of the proposed solutions in questions 3, 4 and 5?

8. What is the best alternative solution?

9. How should the solution be implemented and by whom?

10. Discuss the roles of independence and interdependence in families.

ROLE PLAY: "MOVING"

SUSAN McLAUGHLIN

You are an outreach worker. Lately you have been working with Virginia Nelson. Mrs. Nelson is an elderly lady who lives alone in her family's house. You're concerned about her because she's extremely forgetful. She doesn't remember things from one day to the next. She even forgets to bathe and she used to forget to turn off the gas on her stove, so her son Donald had it disconnected.

You tried to get her a homemaker, but the agency felt she should be in a nursing home. Mrs. Nelson was opposed to going to a nursing home, so you checked into a private home where she could board and stay. But when you proposed the idea to Mrs. Nelson, she said she didn't want to stay anywhere but in her own place. She doesn't want to make the adjustment to someone else taking care of her. She says she's happy where she is and will manage to take care of herself.

You have also checked into some other alternatives, but none have seemed to please her.

You are frustrated with Mrs. Nelson, so you have asked her son Donald and Mrs. Pickerington, your supervisor, to meet with you and Mrs. Nelson. Perhaps they can help you persuade her to give up her home for her own good.

ROLE PLAY: "MOVING"

SALLY PICKERINGTON

You are the supervisor for the outreach workers. One of your workers, Susan McLaughlin, has asked you to join her on a case. Susan says that her client, Mrs. Nelson, refuses to move out of her home. She tells you that Mrs. Nelson is extremely forgetful and incapable of self-care so she must move where she can be taken care of.

You know that when Susan is frustrated with a case, she can become too pushy. You are glad to be asked along so you can keep things in perspective and on an even keel.

The client's son, Donald Nelson, has also been asked to meet with you.

VIRGINIA NELSON

You are an elderly lady. You live alone in the family house. But your son Donald does come to visit you occasionally.

Lately Donald and the people from the agency have been trying to get you to move. You don't want to leave the house. Every room, every piece of furniture has become a part of you over the years. It's all you have left of your life with your late husband. Besides, you don't want to have to adjust to a new place. You don't want to have to start over again. You like your life the way it is.

Sometimes it's difficult to care for yourself and the house, but you feel you can manage.

Today you are going to talk again with Donald and the people from the agency, Susan McLaughlin and Sally Pickerington.

ROLE PLAY: "MOVING"

DONALD NELSON

You are a 55 year-old businessman. Your business takes you out of town for frequent and lengthy trips. You enjoy this aspect of your work, but you worry about your mother when you are away. You care about her, but you don't get to see her very often due to business. She lives alone in the family's old house. Lately, she has become quite forgetful. She even forgot to turn off the gas on the stove when she was done cooking. So you finally had the gas company turn it off.

A young outreach worker has been trying to get your mother to move out of the house to a home where people will care for her. You think this may be a good idea, but you don't want to do anything against your mother's wishes. She does not want to move.

The worker, Susan McLaughlin, has asked you to meet with her, your mother, and her supervisor to discuss the problem.

"MOVING" DISCUSSION QUESTIONS

1. What were the differing views of this problem?
2. What are the possible alternatives for Virginia Nelson other than a nursing home?
3. How do you feel when you know someone should follow your advice for their own good and they resist?
4. How can Sally Pickerington, the supervisor, keep Susan McLaughlin from going overboard without embarrassing her in front of the group?
5. Do you think Virginia Nelson's feelings for her home outweigh the advantages of a safer environment?
6. What role should Virginia play in determining her living situation?
7. Does Virginia realize the possible accidents which might occur if she continues to live at home?
8. How do you decide when an elderly person cannot make responsible decisions for himself or herself?

ROLE PLAY: "PRIDE"

MRS. ABERNATHY

You are a widow in your late 70's. You have cared for yourself since your husband died three years ago. Life is not always easy for you, but you are proud that you are able to make it on your own. Some months you can't pay the bills, and you've had to change your diet to tea and toast; but you're determined to make it on your own.

Last week a lady came to visit you. She told you all about some local programs for food, financial help, home care, medical care, etc., for which you qualify. You realize she was only trying to be helpful, but you don't want any handouts. As long as the Lord gives you strength, you will make your own way. Others might feel they deserve help from these programs since they paid taxes for many years, but you don't agree. You have taken care of yourself without any help so far and you will continue to do so.

Now that lady is here to talk with you again.

KAREN McCARTHY

You are an outreach worker in your home town. It is your job to make needy elderly people aware of programs that can help them.

Last week you visited Mrs. Abernathy, an elderly widow referred to you by one of her neighbors. Her income from Social Security and insurance is quite low. She really does not have enough resources to maintain her home, to afford a nutritious diet, and to obtain sufficient medical care. However, when you visited her she did not seem interested in any of the programs you described.

Afterwards, you contacted the neighbor who had told you about Mrs. Abernathy. She explained that Mrs. Abernathy is a very proud woman. Pride will not let her take any free help, even though she needs it.

You decide to visit Mrs. Abernathy again to try a new approach.

"PRIDE" DISCUSSION QUESTIONS

1. What are the problems here?

2. Who has to deal with these problems?

3. How will you try to handle the situation?

4. Should you continue to try and force help on Mrs. Abernathy when she doesn't want it? Do you think she is misunderstanding your services as charity?

5. How are government programs regarded by some people? Why is this the case?

6. If Mrs. Abernathy does consent to accepting services do you think her self identity will be altered or injured?

7. Discuss how independence as a virtue has developed in the American culture? Has this been a valid value?

8. At what point do you leave Mrs. Abernathy alone?

ROLE PLAY: "STRANGERS AND BUGS"

AGNES O'REILLY

You are an 82 year-old widow. You live alone in your family's old house. You have taken care of yourself for the last several years.

Lately, things have started to occur which you can't quite explain. You're not really sure what's happening.

Today there are people in your backyard. Some of them have come into the kitchen and have written on the table.

You hear strange noises coming from the refrigerator. You think maybe it's bugs from outside coming through the cord. You are worried that they will destroy your food.

You called your friend from the agency, Janet Coleman, to help you. But the secretary said she was out.

The telephone is ringing now. You hope it is Janet.

JANET COLEMAN

You are a worker with an agency which aids senior citizens. You have several clients with whom you are currently working.

One of your clients is Agnes O'Reilly. She is an 82 year-old widow who lives in an old house by herself. She gets around well on her own and seems quite pleased that she can take care of herself.

You were just out to visit her last week and she was getting along fine.

The secretary told you that Agnes called this morning while you were out and seemed a bit upset. You decide to call her back.

"STRANGERS AND BUGS" DISCUSSION QUESTIONS

1. How does Agnes perceive her problem?

2. What are the different things you could say to Agnes?

3. Should you tell her she is confused, seeing things, etc.?

4. What would be the probable consequences of each of those alternatives?

5. Can Agnes function all right by herself with this amount of confusion?

6. If you thought the things which Agnes is perceiving were happening to you, what would your reaction be? (e.g., the strangers writing on the table and bugs in the refrigerator cord.)

7. What is your perception of senility and mental confusion?

8. At what point would someone like Agnes need a guardian or some sort of constant supervision? Who decides when this point is reached?

9. What is your responsibility for Agnes?

10. What other action might you take?

ROLE PLAY: "THE VOLUNTEER"

MRS. PAXTON

You are an older woman. Since housekeeping takes so little time now, you have filled your days by volunteering and participating at the Senior Center for the past few years. You have really enjoyed the fellowship there.

Yesterday, the worker who supervises the volunteers, Mr. Youngman, told you not to do the lunch reservation count anymore. This really upset you because he has switched your job about six times in the last month. He treats you like a piece of unwanted furniture and moves you about from place to place. You've done your best, but Mr. Youngman is never satisfied.

You told Mrs. Bradley, the director, about the problem and she is going to talk with you and Mr. Youngman.

DICK YOUNGMAN

You work at the town's Senior Center. Among your many duties, you supervise some of the senior volunteers who work at the Center. It's generally a very pleasant and rewarding job. However, lately you have been having trouble with one elderly volunteer, Mrs. Paxton. She is a very dedicated worker, almost a fanatic about helping out. But unfortunately she can't do any task correctly. Everything you assign her to do has to be redone by you or someone else. And usually it's more difficult to untangle her messes than it would have been to do the job yourself in the first place. You realize she needs something to do and wants to be needed. But she is making your work very difficult.

The last job you gave Mrs. Paxton was to check the reservation list and order the appropriate number of lunches each day. True to form, she messed up the count two days in a row. This created extra lunches the first day and delayed lunches the second day when the count was short. You told Mrs. Paxton you would find another job for her and she became very upset.

Now you must try to find a solution with Mrs. Paxton and Jane Bradley, your supervisor.

. ROLE PLAY: "THE VOLUNTEER"

JANE BRADLEY

You direct the Senior Center. Yesterday, one of the older volunteers, Mrs. Paxton, came to you very upset. It seems that Mr. Youngman, one of your staff, told her she couldn't do the lunch reservation count anymore. Mrs. Paxton said she had been working at the Center since it opened and never had any trouble until Mr. Youngman started working. It seems Mr. Youngman always finds something wrong with everything she does and then moves her to another job.

You don't have any reason to doubt the good intentions of either of them. Mr. Youngman is a good worker and well-liked by most of the seniors. And Mrs. Paxton is almost a fixture at the Center since she has volunteered there so long.

You must help them solve their differences and find a solution to the problem.

"THE VOLUNTEER" DISCUSSION QUESTIONS

1. What is the goal in solving this problem?

2. What are the needs of Mrs. Paxton and Mr. Youngman?

3. What are all the possible ways this problem could have been handled?

4. How would the reactions or consequences differ for each of these solutions?

5. What if there really does appear to be nothing Mrs. Paxton can do without messing it up?

6. What is more important, making Mrs. Paxton feel needed or having a job done correctly?

7. How can one tactfully refuse volunteer help when the volunteer isn't really helping?

ROLE PLAY: "THE CARD GAME"

AL STEIN

You are an elderly gentleman. Ever since your son died, you have lived with your daughter-in-law and your two grandchildren.

Almost everyday you take the bus to the local Senior Center to play cards with your friends. Dick McConnor, Herbert Poole, and Lloyd Dickson. You used to really enjoy playing cards with them. The men were all good friends, and Earl Baumgartner, who works at the Center, always had things set up for your game. But about a month ago you noticed that Dick McConnor cheats. It really irritates you that he cheats at cards just because he likes to be a winner all the time. You haven't confronted him yet, but if he keeps it up, you feel you'll just have to say something to him.

You're playing cards with your friends now and you're carefully watching Dick. You're pretty sure he's already cheated today, but you're waiting for him to make another wrong move before you say something to him. He just made that wrong move.

DICK McCONNOR

You are a retired elderly gentleman. At first when you retired, you were bored and restless. But over the past few years you have learned how to spend your time in enjoyable ways.

One of your favorite activities is playing cards with your friends at the Senior Center. You get together with Al Stein, Lloyd Dickson and Herbert Poole nearly every day. They're all good friends who enjoy playing cards as much as you do. And the Center is a nice place to play cards because Earl Baumgartner, who works at the Center, always gives you the best table.

Lately, however, Al Stein has seemed edgy and grumpy while playing cards. You asked him what's bothering him, but he always says "nothing".

You're playing cards with your three friends now. Al seems even jumpier than usual. You don't want to bother him by asking what's wrong. But you're really worried about him. Maybe he'll tell everyone what's bothering him when he's ready.

ROLE PLAY: "THE CARD GAME"

HERBERT POOLE

You are a retired plumber. You live with your wife Elsa in the old section of town. Now that you're retired, you fill your days with all the things you like to do. One of your favorite times is the daily card game at the Senior Center. You meet with Al Stein, Lloyd Dickson and Dick McConnor to play gin rummy in the card room almost every day. Sometimes Earl Baumgartner, who works at the Center plays too.

You really like Al, Earl and Lloyd, but your're not sure you like Dick. He seemed like a good sort when you first met him, but now you're not so sure. Al says that Dick cheats at cards. Maybe it's that part of Dick's nature that's bothering you. Al always says that Dick is the kind of man that has to win all the time.

The four of you are getting together for cards as usual. Earl is there, too. Al seems upset today. Perhaps he's going to say something to Dick about his cheating. You know you're not going to bring it up. You're not even positive he does cheat.

LLOYD DICKSON

You are 85 years-old. You live in the senior highrise next to the Senior Center. Each day you get together with Al Stein, Dick McConnor and Herbert Poole in the center's card room to play gin rummy. Earl Baumgartner, who works at the Center, is usually there, too.

You've enjoyed playing with these men for the past few months. But lately, the games aren't as much fun because Al thinks Dick is cheating. You're pretty sure Dick isn't cheating. He's just a good card player and has also been quite lucky lately. But Al is the suspicious sort. And, he can't face up to the fact that Dick might be a better player than he.

Al hasn't accused Dick to his face yet. But he watches him like a hawk. And, he talks to others at the center about Dick's cheating.

The four of you are just beginning a game of cards. Al seems extra edgy today. You're afraid he may say something to Dick that he'll regret. Perhaps you can help smooth out their differences.

ROLE PLAY: "THE CARD GAME"

EARL BAUMGARTNER

You work at the local Senior Center. Among your duties, you supervise the card room. It's usually a very easy job. You just have to check on the furniture, cards, pads, pencils, etc., periodically and help players with any questions or requests.

However, lately this easy job has begun to be difficult. There's one group of men who get together every day to play cards. They used to play for hours and laugh and joke with each other. But now there seems to be some sort of tension among them. Al seems especially edgy lately. And Herbert, Dick and Lloyd haven't been their usual jolly selves either.

It's about time for them to gather today. You decide to stay around because yesterday it seemed that whatever was bothering them was about to erupt. You want to be there if things do come to a head. Maybe you can help prevent a scene that they would all regret later.

"THE CARD GAME" DISCUSSION QUESTIONS

1. What is the problem?

2. Should Earl intervene? What is his role?

3. What are the different ways of handling this problem?

4. What would happen if you followed each of these strategies?

5. What would you do first? Why?

6. Sometimes a person who has a certain weakness is very critical of others who exhibit that same trait. If you thought this was the case, how would your actions differ?

7. How do you feel about loud arguments among close friends?

8. Should you try to prove or disprove that Dick is guilty of cheating?

9. What is the liklihood of the foursome continuing to play cards? What is needed for this to happen?

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Varied ways to count America's poor

Number of people below poverty level, in thousands, is currently calculated on money income alone.

Market value: Purchasing power of benefits on the private market.

Cash equivalent value: Amount of cash that a person would accept in place of a particular Government benefit, such as Medicaid.

"Poverty budget share": The usual amount spent for a particular purpose by people with incomes at the poverty level.

		Market value	Cash equivalent value	Poverty budget share
Money income alone	Number of poor	[illegible]	[illegible]	[illegible]
	Poverty rate*	[illegible]	[illegible]	[illegible]
Money income plus food and housing	Number of poor	[illegible]	[illegible]	[illegible]
	Poverty rate*	[illegible]	[illegible]	[illegible]
	Percent reduction†	[illegible]	[illegible]	[illegible]
Money income plus food, housing and medical care (excluding institutional care expenditures)	Number of poor	[illegible]	[illegible]	[illegible]
	Poverty rate*	[illegible]	[illegible]	[illegible]
	Percent reduction†	[illegible]	[illegible]	[illegible]
Money income plus food, housing and medical care (including institutional care expenditures)	Number of poor	[illegible]	[illegible]	[illegible]
	Poverty rate*	[illegible]	[illegible]	[illegible]
	Percent reduction†	[illegible]	[illegible]	[illegible]

*Poor as a percentage of the total population

†Reduction in the number of poor from the current poverty estimate based on money income alone

Note: Calculation based on 1979 data.

Source: Census Bureau

Redefining Poverty: Some Interesting but Loaded Choices

ALMOST since the War on Poverty began in the 1960's, there has been a dispute about whether the Government was winning it. If anything, last week's Census Bureau report on ways of counting who's poor demonstrated how difficult the question is to answer.

A bit of history is instructive. The Government knew from its surveys how much cash income people had, and so it could divide the population into poor and nonpoor. (In 1979, for example, the poverty threshold was set at about $7,412 for a family of four; 23.6 million people, or 11.1 percent of the population, had incomes below that level.)

The trouble was that the war was waged not with cash payments primarily but with in-kind benefits — food stamps, medical care and other programs so complex no one knew how much aid filtered through the governmental and private bureaucracies. Between 1965 and 1980, noncash benefits rose from $2.2 billion to $27.8 billion in constant dollars.

The Government now spends three dollars in noncash benefits to low-income families for every two it spends in cash payments. Yet it has continued to define poverty only in terms of cash income.

Failure to change has had both practical and political effects. "Official poverty level" is an important definition because it is used to determine eligibility for many aid programs. And the conservative movement was given impetus by arguments that the "War on Poverty" was a dismal failure. Two years ago, Congress directed the Census Bureau to find out how the poverty statistics might be changed if noncash benefits were counted. The bureau, announcing its findings last week, said, yes, millions of Americans now considered poor could be classified as nonpoor. But it provided no simple way of doing so. It suggested three approaches, the most liberal of which would have reduced the number of people in poverty by 42.3 percent before the deep budget cuts of last year went into effect.

Even the least liberal approach would result in a 20.1 percent reduction in the number of people classified as poor. In that regard, the study shows conclusively that Government efforts did have a substantial impact on poverty. In 1979, those in poverty would have been between 6.4 and 8.9 percent of the population if noncash benefits had been counted, instead of 11.1 percent, the official figure based on cash income only. But the report also goes a long way toward abolishing the widely used argument that poverty has been virtually eliminated.

The report is sure to be highly sensitive politically, as bureau director Bruce Chapman demonstrated when he refused to suggest how it might be used. "There are," he said, "problems" with all three methods. The Office of Management and Budget said it had no plans for an immediate change in definitions.

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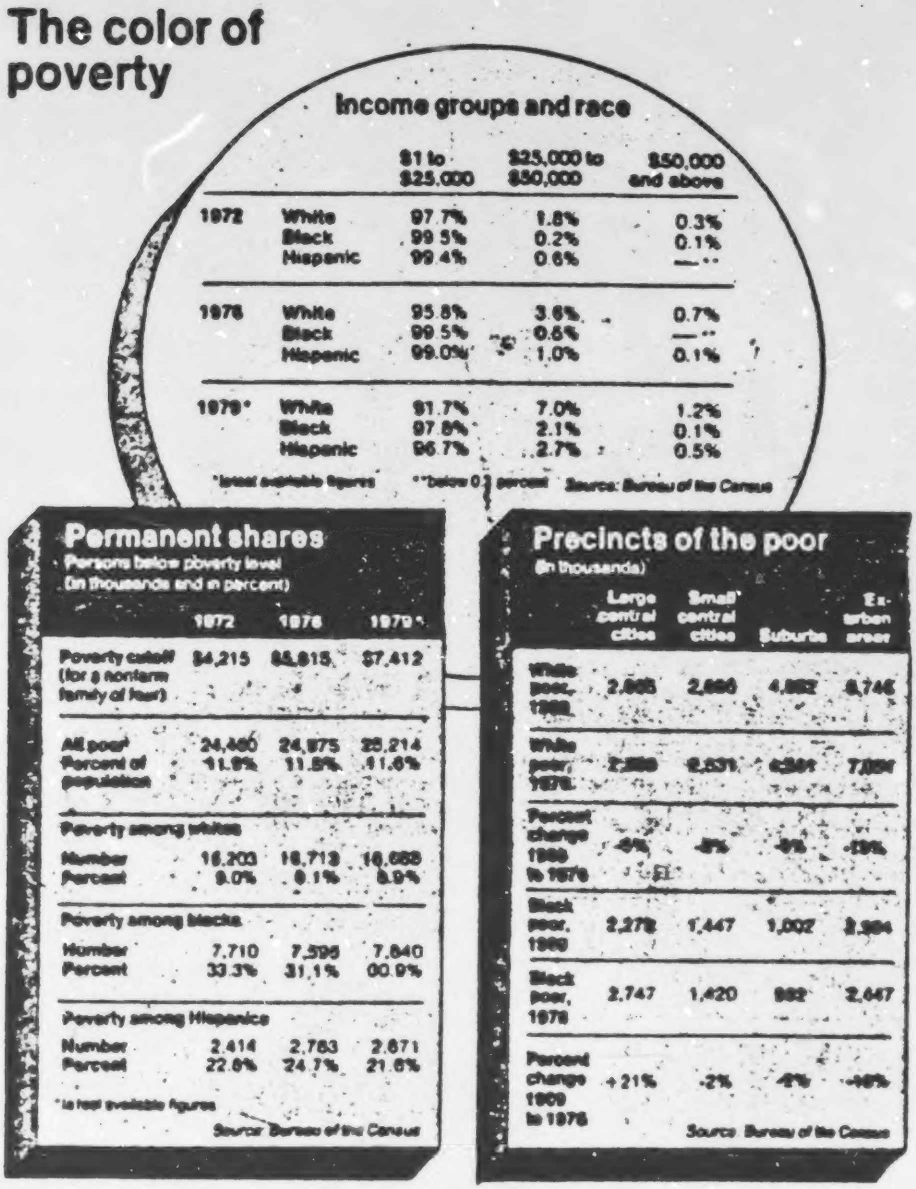

The color of poverty

Income groups and race

		$1 to $25,000	$25,000 to $50,000	$50,000 and above
1972	White	97.7%	1.8%	0.3%
	Black	99.5%	0.2%	0.1%
	Hispanic	99.4%	0.6%	—**
1976	White	95.8%	3.6%	0.7%
	Black	99.5%	0.6%	—**
	Hispanic	99.0%	1.0%	0.1%
1979*	White	91.7%	7.0%	1.2%
	Black	97.8%	2.1%	0.1%
	Hispanic	96.7%	2.7%	0.5%

*latest available figures **below 0.1 percent Source: Bureau of the Census

Permanent shares

Persons below poverty level (in thousands and in percent)

	1972	1976	1979*
Poverty cutoff (for a nonfarm family of four)	$4,215	$5,815	$7,412
All poor*	24,460	24,975	25,214
Percent of population	11.9%	11.8%	11.6%
Poverty among whites			
Number	16,203	16,713	16,659
Percent	9.0%	9.1%	8.9%
Poverty among blacks			
Number	7,710	7,595	7,640
Percent	33.3%	31.1%	30.9%
Poverty among Hispanics			
Number	2,414	2,783	2,671
Percent	22.8%	24.7%	21.6%

*latest available figures

Source: Bureau of the Census

Precincts of the poor

(in thousands)

	Large central cities	Small central cities	Suburbs	Ex-urban areas
White poor, 1969	2,865	2,886	4,882	8,746
White poor, 1976	[illegible]	2,631	[illegible]	[illegible]
Percent change 1969 to 1976	-6%	-8%	-9%	-13%
Black poor, 1969	2,278	1,447	1,002	[illegible]
Black poor, 1976	2,747	1,420	982	2,047
Percent change 1969 to 1976	+21%	-2%	-2%	-48%

Source: Bureau of the Census

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MENTAL HEALTH

What is Mental Health?

It is the way a person thinks, feels, interacts and behaves, i.e., the way a person adjusts to self, others and community.

Mental Health is Evident When

- A person is able to meet people, accept responsibility, face and handle problems as they arise and live effectively and satisfactorily with others.

- The mentally healthy person can deal constructively with reality even at its worst and can get satisfaction from struggle particularly as he turns adversity into achievement.

- The mentally healthy person finds greater satisfaction in giving than in receiving, and is relatively free from tension and anxieties.

- YOU, as a community service Aide will be expected to practice the rules for good Mental Health.

Mental Illness is Evident When

A person shows unsound, unhealthy and unsatisfactory attempts to cope with problems within himself on in his relationship with other people about himself. There is no stigma to mental illness.

Facts to Remember

- Today people can and do recover from mental illness as people recover from physical ailments. A psychiatrist may decide to hospitalize, treat in a sanitarium or provide care at home for these persons.

- Tender loving care is important in family life and society in general. Psychiatry teaches that the absence of care, love and affection in early years is related to the development of many illnesses of the mind.

- Mental illness can occur from either physical causes or mental stresses.

- Physical causes could come from pregnancy, drugs, infections, alcohol, injuries or diseases of the brain, vitamin deficiencies or physical illnesses.

- Mental stresses could come from disturbances such as fear, hate, love, frustrations, disturbed parents, sex or religious conflict, guilt, shame, envy, jealousy, insecurity or inadequacy.
- Worries and anxieties, fears of being useless, fears of being unwanted may be factors in bringing about mental illnesses of later life.

Some Warning Signs

Fear
Depression
Personality changes
Hallucinations
False beliefs
Exaggerated moods — elation or depression

Home Economics Department
County Regional High School District No.

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File under: INFORMATION ON SPECIAL NEEDS

Disabled? Know Your Rights

by Marlene Brill

You just had your first job interview. During the interview, the personnel manager says, "I'm sorry. We only hire brown-haired workers. They write better and work faster."

You leave the office bewildered. What does hair color have to do with writing ability and work performance?

Nothing, of course. But to many disabled people, this exaggerated situation makes about as much sense as some of the excuses they hear when they are rejected from jobs.

Many people have misconceptions about the handicapped. These false ideas often are based on their own fears or lack of knowledge. They think because someone is unable to walk or see, they cannot hold a job.

Such reasoning, added to unnecessary physical barriers (turnstyle doors, stairs), clearly limits careers open to the disabled. Not only are they blocks in job-getting, they also get in the way of school and recreation programs.

If you (or a friend) have ever been turned away from any program because of mental or physical problems, you may have been discriminated against. To prevent this from happening, there now are laws to protect your rights.

Section 504 of the Rehabilitation Act says that "no otherwise qualified handicapped individual" can be kept away from a job, promotion, or service by any program receiving government money.

The law clearly spells out the meaning of "handicap." It includes the following:

- speech, hearing, visual, and orthopedic impairments
- cerebral palsy
- epilepsy
- cancer
- diabetes
- heart disease
- mental retardation
- emotional illness
- learning disabilities

Alcoholism and drug addiction also are considered handicaps under this law.

Both Section 504 and Section 503 state that employers under federal contract must hire the handicapped.

With both laws, institutions are expected to make "reasonable accommodations" for those who have disabilities. That is, the employer must try to do away with things that keep a disabled person from doing the job.

Accommodation means different things depending upon a person's handicap. The law says that special treatment of handicapped persons, *because of their handicap*, may be

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needed to give equal opportunity. To date, however, no guidelines have been set up to describe how much special treatment may be called for. Courts set standards case by case. Decisions have been based upon an agency's size and type, and on the cost of making changes.

Often employers do not know how to help the disabled to work for them. Many don't know what a disabled worker can do if given the chance. Those in charge of hiring workers worry about which questions they can ask.

Under Section 504, employers cannot ask about a person's handicapping condition in an interview. But they can ask if he or she can do the job-related tasks. An employer is discriminating by not hiring anyone who is qualified for a job or who can he helped by "reasonable accommodation." That same employer, however, may not reject an application simply *because* "accommodation" would be needed. (To file a discrimination complaint, contact your local federal Office of Civil Rights.)

If you have a disability, you should know when you are within your rights. Sometimes minor changes will allow you to get that position you know is a perfect match, as in these cases:

Example 1: After being accepted by a university, Tom was able to have the school's animal restrictions relaxed. He then could move around campus on his own with his Seeing Eye dog.

Example 2: Miriam's cerebral palsy did not need to get in the way of her mailroom job. She was sometimes required to carry bulky packages. So she suggested to her boss that the bundles be rolled on a moving cart.

Example 3: Jerry was able to communicate with an employer who did not understand sign language. An interpreter for the deaf attended the interview.

Many groups will work with a disabled person who is unsure of how to go up against these kinds of barriers.

Depending upon where you live, you can find employment, housing, communication, medical, transportation, and legal help.

All of these services will help equalize your chances for the job or school you want. To get the position, however, will depend on your experience and what you know. To be prepared:

- Know yourself—your skills, capabilities, and limitations.
- Know the law and how it is interpreted in your state.
- Know where you can go for help.

Do your homework so you can give yourself a fair chance to succeed. Be sure you're not rejected from your next interview because of "hair color."

For More Information

Mainstream Inc.
1200 Fifteenth Street, N.W.
Washington, DC 20005
Newsletter: *In the Mainstream* is a bi-monthly, affirmative action publication, distributed free of charge; Mainstream also prepares free brochures on sections 402 (disabled veterans) and 503.

HEATH/Closer Look Resource Center
Box 1492
Washington, DC 20013
Directory: *1981 HEATH Resource Directory*, includes names and addresses of 50 information resources for disabled postsecondary students; HEATH (Higher Education And The Handicapped)/Closer Look also prepares a newsletter three times a year to update information; both directory and newsletter are free.

The President's Committee on
Employment of the Handicapped
1111 Twentieth Street, N.W.
Washington, DC 20036
Information concerning education and employment of the handicapped; request free publications list.

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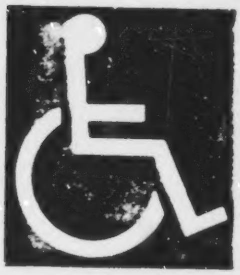
Home Economics Department
[illegible] County Regional High School District [illegible]

Aids for the Handicapped

Handicapped individuals may require special aids to perform everyday activities. Many public buildings provide structural aids that give the handicapped access to certain places and facilities. Various aids also enable the handicapped to enjoy television and other conveniences.



Frank Armstrong, University of Texas at Austin

The Wheelchair Symbol, above, appears on signs marking special facilities for the handicapped. Such facilities include ramps that enable wheelchair users to enter and leave a building without assistance.

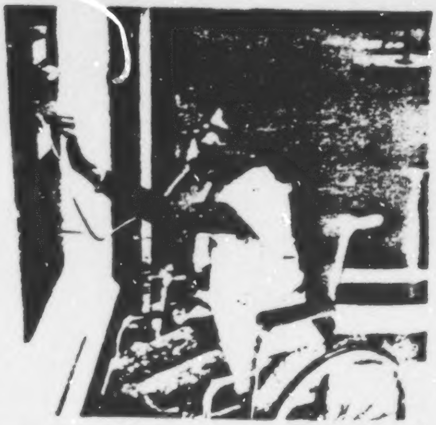
WORLD BOOK photo

Braille Numbers in Elevators make it easy for a blind person to quickly locate the button for a certain floor.

ZOOM
Box 350
Boston, Mass.
02134
This ZOOM program has words for deaf children.

The Caption Center, WGBH TV, Boston

Captioned Television Programs enable the deaf to enjoy TV as completely as possible. Printed dialogue appears on the screen during such programs.



WORLD BOOK photo

A Low Telephone enables people in wheelchairs to make calls easily. Other aids for wheelchair users include low drinking fountains and toilets in wide stalls.

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STUDENT NAME ____________________

TMR SURVIVAL SKILLS
Checklists

Each area of the training program is supplemented by a check list intended to serve as a record which systemizes performance level and skill attainment in the areas of Self-Care and Basic Concepts and Skills. Teachers may utilize these check lists to record performance level leading to individualized teaching instruction, and/or as a means of reporting progress for cumulative records as well as for parent year-end reports.

Individual students progress at different rates and will attain different levels of skill performance. Therefore, it should be taken into account that there are items on the check list which may not apply to a particular individual.

INTRODUCTION

The following collection of activities in the areas of Self-Care and Basic Concepts and Skills have been designed to assist you in the curriculum planning and daily instruction.

These principle skill areas have been subdivided into related topics. The activities then are arranged in card file form according to this outline.

SELF-CARE

- Bathroom and Hygiene
    - Toileting Procedure
    - Washing Hands and Face
    - Using a Facial Tissue
    - Brushing Teeth
    - Bathing
    - Hair Care
    - Nail Care
    - Use of Toiletries
    - Menstruation
    - Shaving
- Clothing and Grooming
    - Dressing Skills
    - Tying and Fastening
    - Protective Clothing
    - Care of Clothing
    - Shoe Care
- Eating Skills
    - Finger Foods
    - Drinking
    - Managing Utensils
    - Eating Habits
    - Table Manners
- First Aid
    - Minor Cuts and Abrasions
    - Severe Cuts
    - Minor Burns
    - Severe Bruises
    - Insect Bites

BASIC CONCEPTS AND SKILLS

- Matching
- Sorting
- Sequencing
- Design
- Functional Numbers
- Money
- Time

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Mafex Associates, Inc. Publishers
90 Cherry Street
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Johnstown, Pa. 15907

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SELF CARE

A ✓ Adult directed

✓ Positive

(Blank) No

BATHROOM AND HYGIENE

____ uses toilet when placed upon it
____ indicates awareness if wet or soiled
____ has 2 or more toileting accidents per day
____ responds to routine scheduling with 1 or less accidents per week
____ indicates need to use the bathroom
____ has ____ accidents per ____
____ uses bathroom successfully and independently
____ discriminates between dirty and clean
____ recognizes soap, water, wash cloth, towel
____ turns water on and off
____ regulates temperature
____ runs hands through water
____ lathers hands with soap
____ rinses hands with water
____ dries hands with towel
____ lathers face with soap
____ rinses face with water
____ dries face with towel
____ cooperates in having nose wiped
____ wipes nose
____ gets tissue
____ blows nose effectively
____ discards tissue appropriately
____ unaware of brushing teeth
____ recognizes teeth, toothbrush, toothpaste
____ cooperates when teeth are brushed

SELF-CARE

BATHROOM AND HYGIENE (cont'd)

____ uses brushing motion over teeth
____ applies toothpaste
____ brushes with up and down motions
____ cooperates in taking bath
____ lathers and washes self
____ regulates water temperature
____ dries with towel
____ recognizes comb and/or brush as used for hair care
____ attempts combing and/or brushing motions
____ recognizes need to comb hair
____ arranges hair in acceptable manner
____ cooperates when hair is washed
____ recognizes shampoo
____ recognizes need to wash hair
____ washes own hair
____ rinses own hair
____ towel dries own hair
____ uses hair dryer
____ cooperates in having nails clipped and cleaned
____ recognizes finger nails, nail file and clipper
____ recognizes need to clean nails
____ cleans own nails
____ trims or files own nails

recognizes container of
- ____ deodorant
- ____ aftershave, colognes, perfumes
- ____ hand lotion
- ____ mouthwash

correctly chooses and appropriately uses
- ____ deodorant
- ____ aftershave, colognes or perfumes

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SELF-CARE
BATHROOM AND HYGIENE (cont'd)

    ____ hand lotion
    ____ mouthwash
____ aware of menstruation period
____ recognizes sanitary napkins, panties, belts, pins, tampax
____ recognizes need to use sanitary napkins, etc.
____ puts on necessary sanitary protection
____ properly disposes of used napkin
____ recognizes need to shave
____ recognizes shaving equipment (electric shaver, cord, cleaning brush)
____ understands danger of electric cords, and devices around water
____ washes and dries area to be shaved prior to shaving
____ rubs shaving head over entire proper area to be shaved
____ pops open shaving head, brushes, and blows whiskers from shaver

SELF-CARE
CLOTHING AND GROOMING

____ cooperates by extending limbs when being dressed
____ pulls down pants for toileting
____ pulls off socks and shoes
____ takes off coat
____ undresses for bed or bath
____ pulls up pants
____ pulls on socks
____ puts on shoes
____ puts on pants
____ pulls shirt over head
____ puts arms in shirt, coat
____ pulls on boots
____ puts on mittens
____ discriminates own clothing from others
____ chooses clothing for appropriate situation (e.g. bed, school, swimming)
____ recognizes and uses protective clothing when appropriate (e.g. aprons, umbrella, boots)
____ recognizes need to change soiled clothing
____ unzips
____ unbuttons
____ unsnaps
____ unhooks pants
____ unbuckles belt
____ zips closed bottom zipper
____ buttons 1 inch or larger buttons
____ buttons smaller than 1 inch buttons
____ zips 2 part zipper
____ snaps pants

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SELF-CARE

CLOTHING AND GROOMING (cont'd)

____ hooks pants

____ buckles belt

____ puts belt through belt loops

____ laces shoes

____ ties shoes

____ manipulates side or back fasteners on clothing

____ places clothing in designated area (rack, drawer, chair, etc.)

____ hangs clothing on hanger successfully

____ folds clothing properly

____ uses lint brush

____ removes minor spots from own clothing

____ sews on buttons when necessary

____ recognizes shoe polish, brush, buff cloth

____ recognizes need to polish shoes

____ polishes shoes

SELF-CARE

FIRST AID

____ recognizes a cut

____ recognizes a burn

____ recognizes a bruise

____ recognizes band-aid, antiseptic, adhesive tape

____ alerts adult if hurt

____ washes minor cut

____ applies band-aid to minor cut

____ recognizes insect bite

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SELF-CARE
EATING SKILLS

____ cooperates in being spoonfed
____ chews food before swallowing
____ picks up food with hand and places it in mouth
____ drinks from cup
____ holds cup when drinking
____ controls amount when drinking with minimal spillage
____ drinks from straw
____ drinks from water fountain
____ holds spoon or fork
____ feeds self with spoon – considerable spillage
____ feeds self with fork – considerable spillage
____ feeds self with spoon – minimal spillage
____ feeds self with fork – minimal spillage
____ feeds self with spoon and fork neatly
____ uses knife for cutting
____ uses knife for spreading
____ distinguishes eating utensils - cup, spoon, fork, knife, straw
____ distinguishes edibles and inedibles
____ distinguishes finger foods and/or appropriate eating utensil
____ pours from container to cup with minimal spillage
____ recognizes serving utensils
____ eats off own plate
____ keeps food on plate
____ brings utensils to mouth
____ uses napkin acceptably and when necessary
____ controls amount of food in mouth
____ chews food properly, keeping mouth closed
____ keeps fingers out of food
____ refrains from talking if food is in mouth
____ has proper posture at table

SELF-CARE
EATING SKILLS (cont'd)

____ deals well with spills and dropped food
____ controls rate of eating
____ passes food appropriately
____ uses "Please," "Thank you," and "No, thank you" correctly
____ asks to be excused
____ uses discretion in asking for seconds
____ removes inedibles – pits, etc., in acceptable manner

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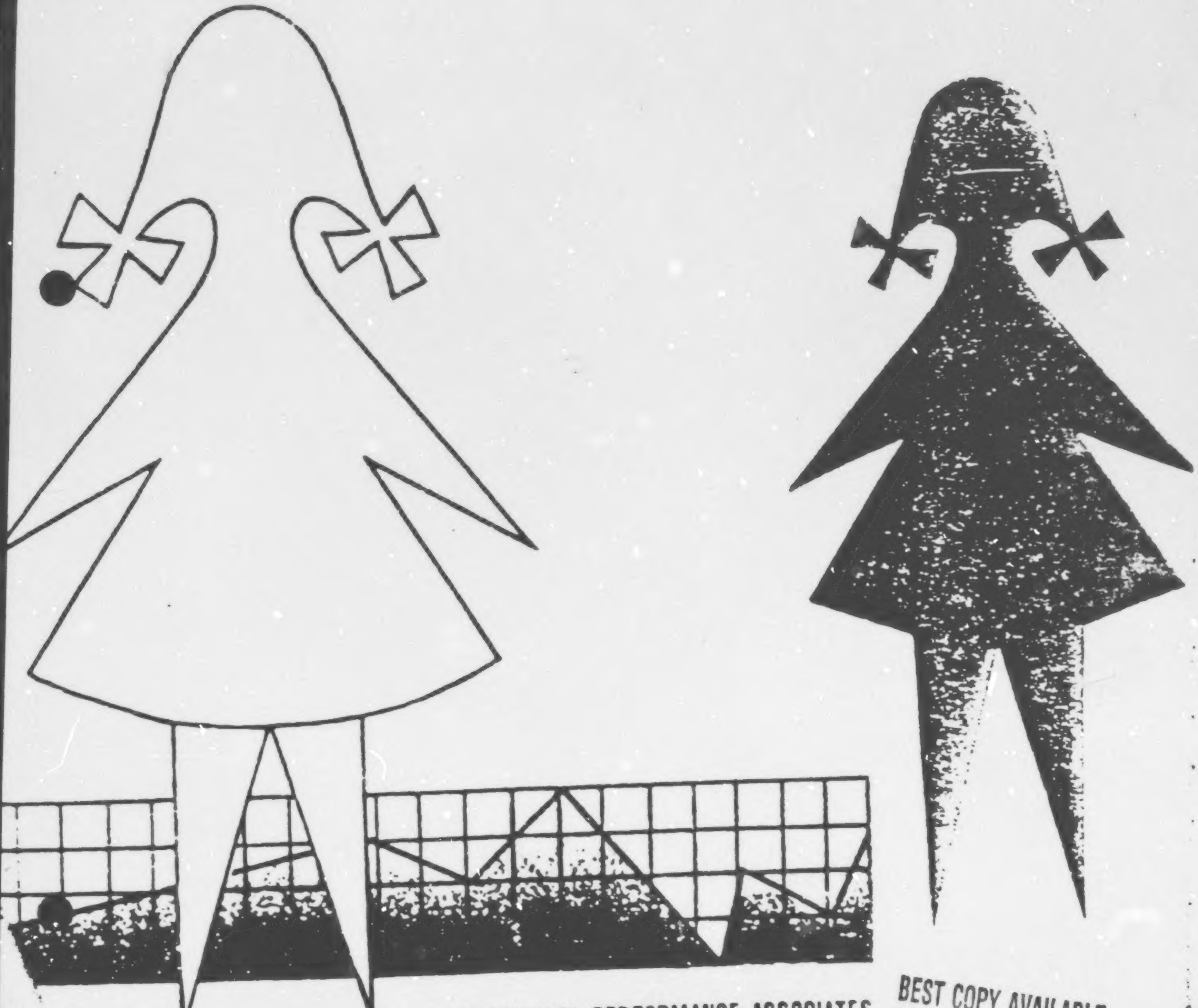
T. M. R. PERFORMANCE PROFILE

for the Severely
and Moderately Retarded

RECORD
BOOKLET



EDUCATIONAL PERFORMANCE ASSOCIATES

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me ____________ **Date Rated** ____________

chool ____________ **Age** ______ **Sex** ______

acher ____________

Social Behavior	Self-Care	Communication	Basic Knowledge	Practical Skills	Body Usage

HABILE INDEX SCALE

133
130
120
110
◀ GOAL ▶ 100
90
80
70
60
50
40
30
20
10
0

To convert Total Habilitation Level (A) To Habile Index (B) refer to conversion table, Page 33 of Manual. Place figure in space (B) below and plot H.I. on scale.

(A) Total Habilitation Level

(B) Habile Index

L							=		
X							=	Total X	

DETACH THIS SECTION AND MAIL IN ENVELOPE TO: REPORTING SERVICE, 343 WESTVIEW AVENUE, RIDGEFIELD, N. J. 07657

Date of Birth ____________

Sex: M ☐ F ☐

Date ____________

IQ ____________

Please Check

ETIOLOGY

- ☐ Microcephalic
- ☐ Hydrocephalic
- ☐ Mongoloid
- ☐ Unknown
- ☐ Organic (Brain Injured)
- ☐ Cerebral Palsy
- ☐ Emotionally Disturbed
- ☐ Cretinism
- ☐ Other

PHYSICAL DEFECTS

- ☐ Cardiac
- ☐ Epilepsy
- ☐ Hearing
- ☐ Orthopedic
- ☐ Visual
- ☐ Other

SCHOOL ADJUSTMENT

- ☐ Relates well to group most of the time.
- ☐ Moderate supervision needed.
- ☐ Total supervision needed.

SPEECH

- ☐ No Defect
- ☐ Mild Defect
- ☐ Severe Defect

Enter Score

HABILITATION LEVELS

SOCIAL BEHAVIOR ____________
SELF-CARE ____________
COMMUNICATION ____________
BASIC KNOWLEDGE ____________
PRACTICAL SKILLS ____________
BODY USAGE ____________

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SOCIAL BEHAVIOR

1

Rate each listing 0-4 as identified in the Manual

A. SELF-CONTROL	RATING
I Stability	
II Temper Control	
III Response to Authority Figure	
IV Criticism	
V Security	
VI Change in Routine	
VII Behavior in Group	
VIII Sportsmanship in Group Play	
IX Control in Peer Conversation	
X Behavior in Emergency: Fire Drill	
TOPIC SCORE	

B. PERSONALITY	RATING
I Enthusiasm	
II Sharing	
III Protecting Property	
IV Honesty	
V Obedience	
VI Truthfulness	
VII Dependability	
VIII Leadership	
IX Acceptability	
X Response to Affection	
TOPIC SCORE	

C. GROUP PARTICIPATION	RATING
I Transportation: Arrival-Dismissal	
II School Assembly	
III School Assembly: Movies	
IV School Lunch	
V Classroom Parties	
VI Group Play	
VII School Outing	
VIII Team Participation	
IX Group Decision	
X Field Trip	
TOPIC SCORE	

D. SOCIAL AMENITIES	RATING
I Sitting Pattern	
II Peer Greeting	
III Table Manners	
IV Apology	
V Courtesy	
VI Offering Assistance	
VII Sharing of Edibles	
VIII Respecting Property of Others	
IX Introductions	
X Entertaining Visitors	
TOPIC SCORE	

TOPIC CHART

	SELF-CONTROL	PERSONALITY	GROUP PARTICIPATION	AMENITIES
40				
35				
30				
25				
20				
15				
10				
5				
0				
SCORE	+	+	+	

HABILITATION LEVEL ☐

Add the four Topic Scores to obtain the Habilitation Level.
Record the Habilitation Level in the box on this page and below.

Number of items not evaluated. (X) score ☐

=

= Total X

276

MAJOR AREA
2

SELF-CARE

Rate each listing 0-4 as identified in the Manual

A. BATHROOM AND GROOMING	RATING
I Toilet Training	
II Use of Bathroom	
III Hands and Face	
IV Teeth	
V Combing Hair	
VI Shining Shoes	
VII Body Cleanliness	
VIII Nails	
IX Grooming Aids	
X Basic First Aid	
TOPIC SCORE	

B. DEALING WITH FOOD	RATING
I Spoon	
II Fork	
III Knife	
IV Solids	
V Soups	
VI Liquids	
VII Sandwiches	
VIII Eating Lunch	
IX Eating Habits	
X Eating Area	
TOPIC SCORE	

C. CLOTHING	RATING
I Coat Management	
II Buttons - Snaps - Zippers	
III Accessories (neckties, bows, etc.)	
IV Sweater (Pullover)	
V Shoes, Rubbers - Boots	
VI Shoe Laces	
VII Protective Clothing	
VIII Garment Placement Judgment	
IX Clothing Care	
X Clothing Hanger	
TOPIC SCORE	

D. SAFETY	RATING
I Stairs and Corridors	
II Group Play	
III Hazard Awareness	
IV Fire Safety Knowledge	
V School Vehicle	
VI Street Crossing	
VII Sharp Objects	
VIII Electricity	
IX Poison	
X Self Defense	
TOPIC SCORE	

TOPIC CHART

	BATHROOM AND GROOMING	DEALING WITH FOOD	CLOTHING	SAFETY
40				
35				
30				
25				
20				
15				
10				
5				
0				
SCORE	+	+	+	

HABILITATION LEVEL ☐

Add the Four (4) Topic Scores to obtain the Habilitation Level.
Record the Habilitation Level in the box on this page and below.

Number of items not evaluated (X) score ☐

277

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MAJOR AREA

4

BASIC KNOWLEDGE

Rate each listing 0-4 as identified in the Manual

A. INFORMATION	RATING
I Address	
II Friends and Family	
III School Personnel	
IV Colors (Basic)	
V Days	
VI Months	
VII Alphabet	
VIII Basic Signs (Stop, go, etc.)	
IX Weather	
X Directions	
TOPIC SCORE	

B. NUMBERS	RATING
I Size	
II Shapes	
III Number Concept	
IV Number Identification	
V Addition	
VI Money Identification	
VII Money Exchange	
VIII Weight	
IX Linear Measurement	
X Liquid Measurement	
TOPIC SCORE	

C. AWARENESS	RATING
I Possessions	
II Animals	
III School Building	
IV Toys and Games	
V Location	
VI Dressing for Weather	
VII Pet Care	
VIII Property Value	
IX Time Concept	
X Telling Time	
TOPIC SCORE	

D. SOCIAL STUDIES	RATING
I Community Helpers	
II Holidays	
III Community	
IV Farms	
V Present-Day, Famous Persons	
VI Topography	
VII Occupations	
VIII Heroes	
IX Current Events	
X T. V. — Radio	
TOPIC SCORE	

TOPIC CHART

	INFORMATION	NUMBERS	AWARENESS	SOCIAL STUDIES
40				
35				
30				
25				
20				
15				
10				
5				
0				
SCORE	+	+	+	

HABILITATION LEVEL ☐

Add the four (4) Topic Scores to obtain the Habilitation Level.
Record the Habilitation Level in the box on this page and below.

Number of items not evaluated: (X) score ☐

= Total X

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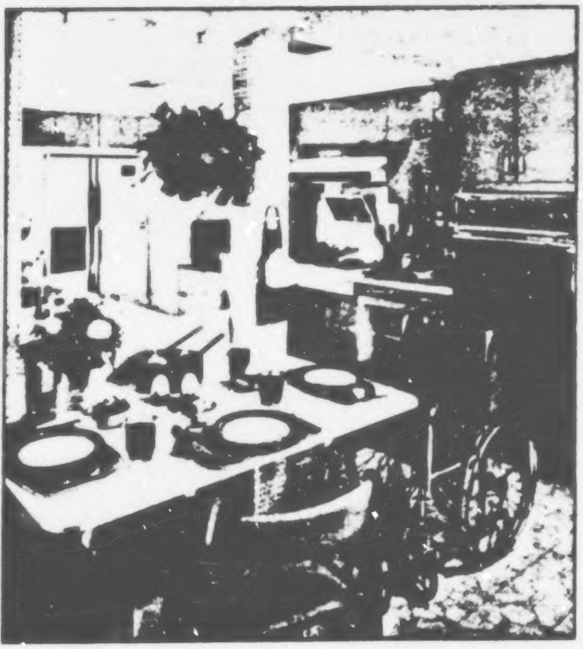
HORIZON HOUSE

HOW BUSINESS IS HELPING THE DISABLED

By Margaret Young

Join us on a tour of Horizon House, the new home facility of the Institute of Rehabilitation Medicine at New York University Medical Center. It was renovated in a joint venture by the Institute and The Whirlpool Corporation, and consists of the very latest in appliances and features to meet the needs of the disabled.

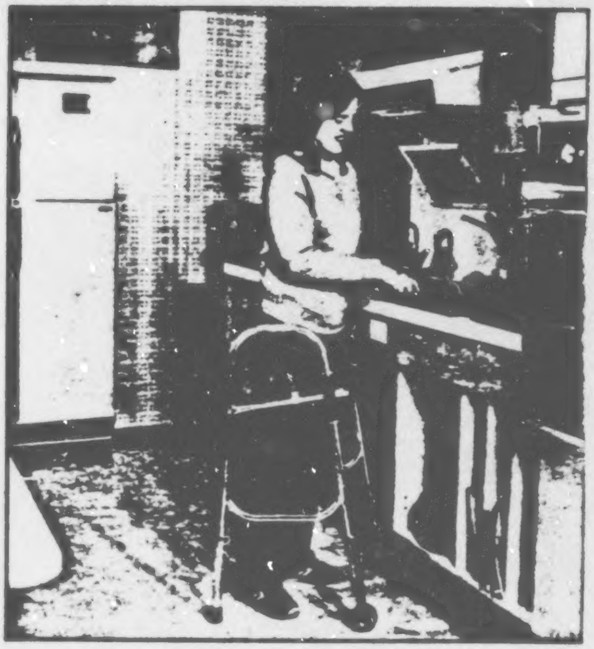


PHOTOS COURTESY OF THE WHIRLPOOL CORPORATION

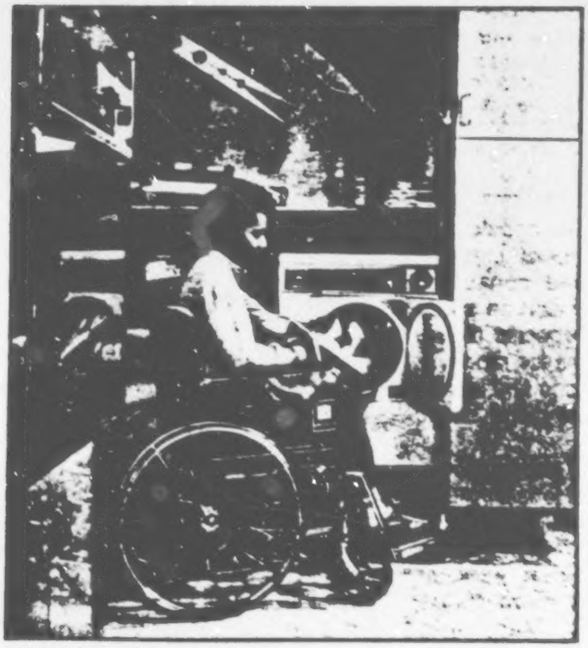
Open, accessible space for wheelchair patients characterizes the new kitchen/living areas of Horizon House. It's here that patients practice independent living skills before returning home.

An undercounter dishwasher with front-mounted controls, pull-out racks, and in-the-door silverware basket allows for easy reach and use. All appliances were donated by the Whirlpool Corporation.

The side-by-side refrigerator provides easy reach into both refrigerator and freezer compartments. Through-the-door ice and water dispensers at wheelchair height offer one-hand operation. There's also a compartment with a separate door for frequently used items.



The cooking center includes an electric cooktop that is open below to allow wheelchair access, an overhead mirror to permit easy viewing into pots and pans, convenient open storage, front-mounted vent hood switch, and a self-cleaning oven.



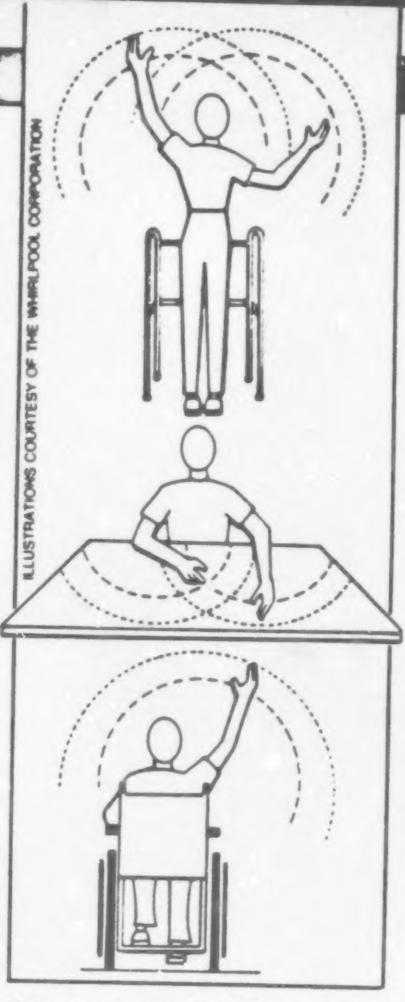
The laundry center emphasizes accessibility and convenience. The compact washer and dryer feature front-mounted controls, and the dryer is on a platform for easy loading and unloading at wheelchair height.

[illegible] DESIGNED BY VIRGINIA CHAPPELL, ASID

Pushed-back plumbing allows a wheelchair to roll under the sink. The Environmental Control Unit (ECU) panels in the bedroom and living room enable patients to control lights, radio, etc. by breath control.

continued from page 47)

HOW BUSINESS IS HELPING THE DISABLED



ILLUSTRATIONS COURTESY OF THE WHIRLPOOL CORPORATION

Determining comfortable and maximum upward, downward, and forward reaches is an important step in planning living space for the disabled. Most people are able to reach about 20 to 24 inches from a seated position.

The Institute of Rehabilitation Medicine (IRM) at NYU Medical Center was this country's first university-related rehabilitation center. It has served as a model for rehabilitation facilities all over the world. Founded in 1945 by Dr. Howard A. Rusk, the IRM has treated more than 60,000 disabled children and adults through its therapeutic and research facilities.

The original Horizon House, opened in 1959, was designed as a home facility where disabled individuals who are undergoing rehabilitation at IRM can live for a brief period with a family member in order to integrate skills needed for independent living. The total renovation, undertaken in honor of the 1982 International Year of the Disabled, has just been completed. The new facility includes a complete kitchen and laundry, a living area, a bathroom, and two bedrooms. In the words of Sophia Chiotelis, director of occupational therapy at IRM, "For the nearly 40 million permanently disabled persons in the United States, just doing routine household chores can present major obstacles to living independently. Horizon House can help a disabled individual overcome some of those obstacles."

The Horizon House renovation represents a unique cooperation between rehabilitation and industry—a cooperation that will benefit disabled consumers everywhere. According to Joy Schrage, Whirlpool's manager of communications, "One primary objective of our participation in the Horizon House project was to develop information for use in a booklet that we can offer to disabled individuals and their families. While we are experts on appliances, we are not experts on disabilities and the needs of the disabled for specific appliances, kitchen, and laundry design. That's why we worked with the specialists at IRM." The resulting booklet, *Designs For Independent Living* is targeted to disabled consumers and includes information on selecting appliances for specific disabilities and suggestions for modifying or remodeling kitchens and laundry areas for accessibility and convenient use.

Other businesses participating in the renovation of Horizon House included Arabia of Finland (*cookware, flatware, and dinnerware*), DuPont (*countertops*), Flexalum (*blinds*), Imperial (*wallcoverings*), Kovacs (*lighting*), Mannington (*flooring*), Panasonic (*stereo and television*), Uniroyal (*furniture covering*), and Wilsonart (*cabinets*).

THE RENOVATION

Designer Virginia Frankel worked closely with IRM specialists and Whirlpool to design a light, open, easy-care work and living space that is both attractive and functional. The emphasis was on taking ordinary appliances and units normally found in the home and converting them for greater usability, so a minimum of custom detailing was used. Rather, each element in the house was carefully selected for its ease of use and maintenance and, on some, simple modifications were made. For instance, countertops throughout the house are standard 36-inch height with special modifications such as open areas below them for wheelchair access or pull-out work surfaces at various levels. Though a wheelchair level countertop (30-34 inches in height) could have been built, many of the patients return to conventional kitchens and cannot afford extensive alterations. Appliances, too, are specially selected with the disabled in mind.

A special feature of the house is the Environmental Control Unit (ECU) which assists severely disabled patients. The ECU has a display panel that controls different items in the house by use of a breath control mechanism or microswitch. This system allows the patient to control lights, phone, radio, draperies, TV, door intercom, and the door itself from panels in the bedroom and living room.

ADAPTING LIVING SPACE

Designs For Independent Living contains a wealth of ideas for adapting living space to the disabled. Many of the following ideas can be put to use in your home economics classroom to make it more accessible and convenient for disabled students.

Simple Modifications

- Remove cabinet doors to provide open storage. Each work center should provide easy access to tools, supplies, and equipment.

(continued on page 53)

DISABLED

(continued from page 48)

- Use commercially available lazy Susans, pull-out trays, storage shelves, pot racks, and holders for food wraps in cabinets or on doors to put stored items in easy reach.
- Hang a shelf from the wall at a comfortable working height, cut down an old table, or use a portable cart with shelves and a drop leaf as a food preparation area.
- Use a lazy Susan on a refrigerator shelf.
- Install a mirror over the top of the range for easy viewing from a seated position.
- Extend handles of cooking implements for a better grip. Use long tongs to extend reach.
- Install a microwave oven at a convenient height on a counter or cart. Its shallow cooking cavity, side-opening door, and cool interior during cooking offer many advantages to the disabled.
- Remove doors, shelves, and structure from cabinets under the sink to provide leg room. Insulate pipes to prevent leg contact with hot surfaces.
- Replace small drawer pulls and door knobs with "D" handles large enough to grip easily. Covers to enlarge door knobs can be purchased in hardware or specialty stores or replace knobs with easy-to-operate levers.
- Check drawer glides and hinges for smooth operation with minimum effort. Replace any that stick.
- Plan storage of utensils near their point of *first* use to save steps.
- Use pull-out boards and trays to create work surfaces at convenient levels.
- Have a lap tray or tea cart handy to carry items from area to area.

Selecting Appliances

- Choose a side-by-side refrigerator/freezer for easy access to both compartments.
- Look for front-or side-mounted controls on all appliances for easy reach from a seated position.
- Automatic cleaning systems in ovens eliminate the difficult task of cleaning the oven manually.
- An oven broiler in electric ranges is more accessible from a seated position than the low broiler in gas ranges.
- A dishwasher should have front controls, a self-cleaning filter, and easy-to-reach dispensers and silverware baskets.

When Remodeling Is Possible

- Select cabinets with pull-out drawers, bins, shelves, and vertical compartments rather than those with stationery shelves.
- Install a shallow sink at a convenient height for sitting. Look for a rear drain, a long, swinging faucet with extra long faucet levers, and a retractable spray hose.
- Allow knee space under all counters and appliances.
- Allow turning space of 4½ to 5½ feet for wheelchairs.
- Adapt storage, appliances, switches, and outlets for limited reach.

Want more Information? A free, single copy of Whirlpool's new booklet *Designs For Independent Living* is available by writing to: Appliance Information Service (AIS), Dept. F, Whirlpool Corporation, Administrative Center, 2000 U.S. 33 North, Benton Harbor, MI 49022

Organizations That Help the Handicapped

Organization	Address	Services
U.S. Government Agencies		
Library of Congress	Washington, D.C. 20540	Lends braille books and "talking books" to the blind.
President's Committee on Employment of the Handicapped	Washington, D.C. 20210	Encourages employers to hire handicapped workers.
U.S. Employment Service	Washington, D.C. 20212	Finds jobs for handicapped persons.
U.S. Health Services Administration	Rockville, Md. 20857	Gives money for the improvement of state services of medical and corrective aid to disabled children.
U.S. Office of Education	Washington, D.C. 20202	Works to improve services to the handicapped. Administers the Education for All Handicapped Children Act.
U.S. Social Security Administration	Baltimore, Md. 21235	Provides financial assistance to handicapped persons. Gives money to the states to aid the disabled.
U.S. Veterans Administration	Wa[illegible]on, D.C. 20420	Teaches handicapped veterans new trades.
Nongovernment Organizations		
Alexander Graham Bell Association for the Deaf	3417 Volta Place NW Washington, D.C. 20007	Teaches speech and lip reading to deaf persons.
American Association of Psychiatric Services for Children	1725 K St. N.W. Washington, D.C. 20037	Clinics help mentally ill children.
American Foundation for the Blind	15 W. 16th St. New York, N.Y. 10011	Offers scholarships to blind students.
Braille Institute of America	741 N. Vermont Ave. Los Angeles, Calif. 90029	Lends free braille books; provides recreation for blind persons.
National Association for Retarded Citizens	2709 Avenue E East Arlington, Tex. 75011	Forms parents' groups and teaches them to care for their children.
National Association of the Deaf	814 Thayer Ave. Silver Spring, Md. 20910	Works to improve educational programs and job opportunities for the deaf.
National Easter Seal Society for Crippled Children and Adults	2023 W. Ogden Ave. Chicago, Ill. 60612	Provides rehabilitation services to handicapped persons.
National Federation of the Blind	218 Randolph Hotel Building Des Moines, Iowa 50309	Works to improve social conditions for the blind.
National Foundation-March of Dimes	1275 Mamaroneck Ave. White Plains, N.Y. 10605	Supports medical centers that diagnose, care for, and treat children born with birth defects.
United Cerebral Palsy Association	66 E. 34th St. New York, N.Y. 10016	Provides vocational training for cerebral palsied children and teaches families to care for them at home.

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WHERE WE ARE / HOW TO REACH US

ATLANTIC
1227 Drexel Avenue
Atlantic City, N.J. 08401
Tel: (609) 345-7021

BERGEN-PASSAIC
(Bergen)
25 Broad Avenue
Palisades Park, N.J. 07650
Tel: (201) 943-1500

(Passaic)
1 John Street
Haledon, N.J. 07508
Tel: (201) 345-8440

BURLINGTON
Deacon Road
Hainesport, N.J. 08036
Tel: (609) 267-5453

CAMDEN
215 West White Horse Pike
Berlin, N.J. 08009
Tel. (609) 767-3650

CAPE MAY
6 Maryland Avenue
Rio Grande, N.J. 08242
Tel. (609) 465-9349

CUMBERLAND
1680 West Sherman Avenue
Vineland, N.J. 08360
Tel: (609) 691-9138

ESSEX
62 North Walnut Street
East Orange, N.J. 07017
Tel: (201) 676-8070

GLOUCESTER
53 Smallwood Place
Woodbury, N.J. 08096
Tel: (609) 848-8648

HUDSON
Murdoch Hall - 114 Clifton Place
Jersey City, N.J. 07304
Tel: (201) 434-7783

HUNTERDON
Hunterdon County
Administration Building
Main Street
Flemington, N.J. 08822
Tel: (201) 782-7827

MERCER
1015 Fairmount Avenue
Trenton, N.J. 08629
Tel: (609) 393-2483

MONMOUTH
630 Broad Street
Shrewsbury, N.J. 07701
Tel: (201) 747-2928

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Morris Plains, N.J. 07950
Tel: (201) 326-9750

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Brick Town, N.J. 08723
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RARITAN VALLEY
1014 Livingston Avenue
North Brunswick, N.J. 08902
Tel: (201) 846-2586

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150 Salem-Woodstown Road
Salem, N.J. 08079
Tel: (609) 935-3600

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Manville, N.J. 08835
Tel: (201) 725-8544

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39 Newton-Sparta Road
Newton, N.J. 07860
Tel: (201) 383-7442

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1220 South Avenue
Plainfield, N.J. 07062
Tel: (201) 754-5910

WARREN
13 Broad Street
Washington, N.J. 07882
Tel: (201) 689-3244

SPECIAL PROJECTS

Citizen Advocacy Program
55 High Street
Mount Holly, N.J. 08060
Tel: (609) 267-5880

Housing Alternatives, Inc.
1400 Cedar Lane
Trenton, N.J. 08610
Tel: (609) 586-7004

Criminal Justice Education Project
1400 Cedar Lane
Trenton, N.J. 08610
Tel. (609) 586-7004

ASSOCIATION FOR RETARDED CITIZENS/NEW JERSEY
99 Bayard Street
New Brunswick, N.J. 08901
Tel: (201) 246-2525

ASSOCIATION FOR RETARDED CITIZENS OF THE UNITED STATES
2501 Avenue "J"
Arlington, Texas 76011
Tel: (817) 640-0204

arc
Association for Retarded Citizens

8M MARCH 1982

THE FAMILY IN ILLNESS

Effects of Illness on the Patient and Family

The family members or the patient may have changes of feelings from one day to the next. Different individual personalities, closeness of the family unit before illness, the nature of the illness and the degree of incapacity of the ill person all have an effect on these feelings. Some of the changes are:

- Disturbing of the normal family routine and responsibility. -
- Guilt feelings - fearing they have made the patient ill.
- Resentment - Community service Aide taking the mother's place, or doing things children feel they or another adult can do.
- Anxiety — for the patient, for themselves or the future.
- Changes in living patterns and family goals.
- Financial worries.
- Fatigue on part of family members.
- Sense of uselessness or self-pity.

Long Term Illness

Long-term illness has many negative side-effects: discouragement, fear, anxiety and disruption of the family's pattern of living.

1. General effects on the family pattern of living.

   a. Disturbance of routines.

      (1) Inadequate housekeeping.
      (2) Physical rearrangement to accommodate the needs of the patient, often inconveniencing the others.
      (3) Irregularity of meals without the usual attention to individual tastes.

   b. Loss of regular income if the father or an employed member is ill.

      (1) Extra expenses for medical care.
      (2) Gradual disappearance of savings.
      (3) Indebtedness and inability to meet obligations.
      (4) The need to turn to relatives or apply for public assistance.
      (5) A lowering of standards.
      (6) A change in education plans for children.

   c. Fear, apprehension and discouragement.

      (1) Fear of the unknown and of change.
      (2) Concern for the patient mingled with resentment over sacrifices, extra responsibilities, stresses and anxieties.
      (3) Fatigue and irritability.

   d. Disruption of plans, ambitions and goals of various members of the family.

2. Effects of prolonged illness in the way the patient feels about himself.

   a. When the father is the patient.

      (1) Loss of status as the head of the household.
      (2) Sense of resentment and dependency.
      (3) Loss of physical ability.
      (4) Inadequacy for failure to provide for the family.

   b. When the mother is the patient.

      (1) Change in relationships with husband and children.
      (2) Resentment if someone else (perhaps the Homemaker-Home Health Aide) succeeds with the household and the children.
      (3) Irritability; a demanding attitude; discontent; depression.

   c. When the grandparent or other aged member is the patient.

      (1) Fear of becoming an economic burden.
      (2) Feelings of self-pity or of having outlived one's contemporaries and one's usefulness.

3. Individualized reactions.

   a. Each patient reacts differently to illness depending on:

      (1) The Kind of person he is.
      (2) The nature of the illness.
      (3) The degree of incapacity imposed.
      (4) The kind of relationships he has.
      (5) His inner resources.

   b. Each family will differ in its response to illness depending on:

      (1) The strength within the family.
      (2) Its stability as a unit.
      (3) The nature of the demands made upon it.
      (4) The realistic possibility of coping with the illness.

   c. What works with one patient or family will not necessarily work with another even though their situations may appear similar.

YOU should remember:

- **To treat each person and each situation individually; family situations vary day by day.**
- **To know yourself as a flexible, considerate, warm person.**
- **To show a positive attitude toward your goals.**
- **To help prevent family break-up by helping your patient to remain at home, and give the children a sense of security.**
- **To direct healthy family members to carry normal and added responsibilities. due to illness.**
- **To refer problems to your supervisor so that proper community resources may be utilized to help the family and the patient.**

THE CHILD

Child Care

A child's physical needs include a happy home, adequate food, exercise and cleanliness as well as an opportunity to work and play. His emotional needs include love, acceptance, security, protection, a growing sense of independence, faith, guidance and control.

How a Child Develops

At different age levels, the child shows certain characteristics which help us to understand his particular needs at that time. Remember, each child needs to grow at his own pace. Even in the same family, no two children grow at the same rate. A child behaves the way he does partly because he is at a certain stage of growth but he is also influenced by his inheritance from his parents as well as the family's way of life.

Ages and Stages of Development

The Infant

During the first year, the baby learns to smile, laugh, say a word or two, roll over, sit up, crawl and pull himself up to a standing position. He can reach and grasp, use finger foods and help with a cup and spoon.

The Toddler (1 - 3)

From one to six a child changes more than in any other five years of life. By two and a half or three, instead of being self-centered, he shifts his interests to other people and things. This is also when his imagination develops and he may live in a little world of his own. He learns to walk, begins toilet training, feeds himself and puts on shoes. He uses small sentences, likes being read to and will play alongside another child rather than with him. He is learning about his own feelings and also to say "no!"

The Pre-Schooler (3 - 5)

At this point, large muscle growth is taking place and the child enjoys vigorous play. He is able to carry out some responsibility and likes group activity. He asks lots of questions and needs freedom to do things for himself.

The young child's security is tied up with his mother and he is dependent on her love and care. He does not understand illness and when his mother withdraws her attention, he feels unsafe and unloved. In such instances, warmth and consistent support will be more helpful than punishment.

The School Child

Five and six year olds run, jump, climb, balance, play with other children and help with tasks and errands. He asks "why" and loves stories. He is eager but his interest and energy do not last long. He is independent in dressing, washing and toileting.

Seven and eight year olds may be competitive and quarrelsome but like adult approval. He is generally friendly but prefers friends of his own sex--begins group associations but has a "pal." He understands measures of time and money; learns best by doing. He is enthusiastic and can take responsibility but must be reminded. The largest number of childhood accidents occur at this time because he has so much enthusiasm but little awareness of danger.

Nine year olds are dependable, reasonable and responsible. His interest span is longer. He wants the "truth"; may be critical and argues over fairness. Pressure discourages him.

Ten to twelve year olds have an enormous appetite even though it is irregular. Girls are usually larger than boys and uneven growth makes the child seem awkward, lazy and restless. There is a tendency to become rebellious, critical and uncooperative. He needs acceptance and affection from adults.

Even though the school age child is wrapped up in himself and his friends and is out of the house a lot, he wants his mother when he comes home. He should be encouraged to turn to his mother for approval or for a sharing of his experiences and general supervision.

The Adolescent

The girl is usually ahead of the boy. Glandular imbalance shows; appetites are enormous and there may be weight problems. Emotional and physical changes take place as sexual maturity is reached. At this age, they may be over-sensitive and go to extremes in thinking and reacting; they like worthy causes. They are independent and "know it all" but like to identify with an admired adult. Kindly, unobstrusive guidance and a feeling of security is needed. Recreation is important.

Erikson; Eight Stages of Life*

Erikson uses Freud's concepts in his theory of psychosocial development, adding to the complexity of each stage and also adding three stages above the puberal, thus dealing with adulthood as a time for growth. Progress through the stages takes place in an orderly sequence. In making his stages psychosocial as well as psychosexual, Erikson recognizes the interaction between individual and culture as contributing to personal growth.

The complete stages are:

1. *Basic trust versus basic mistrust.* Similar to Freud's oral stage, the development of a sense of trust dominates the first year. Success means coming to trust the world, other people, and himself. Since the mouth is the main zone of pleasure, trust grows on being fed when hungry, pleasant sensations when nursing, and the growing conviction that his own actions have something to do with pleasant events. Consistent, loving care is trust-promoting. Mistrust develops when trust-promoting experiences are inadequate, when the baby has to wait too long for comfort, when he is handled harshly or capriciously. Since life is never perfect, shreds of mistrust are woven into the fabric of personality. Problems of mistrust recur and have to be solved later, but when trust is dominant, healthy personality growth takes place.

2. *Autonomy versus shame and doubt.* The second stage, corresponding to Freud's anal period, predominates during the second and third year. Holding on and letting go with the sphincter muscles symbolizes the whole problem of autonomy. The child wants to do for himself with all of his powers: his new motor skills of walking, climbing, manipulating, his mental powers of choosing and deciding. If his parents give him plenty of suitable choices, times to decide when his judgment is adequate for successful outcomes, then he grows in autonomy. He gets the feeling that he can control his body, himself, and his environment. The negative feelings of doubt and shame arise when his choices are disastrous, when other people shame him or force him in areas where he could be in charge.

3. *Initiative versus guilt.* The Oedipal part of the genital stage of Freudian theory, three, four and five years, is to Erikson the stage of development of a sense of *initiative.* Now the child explores the physical world with his senses and the social and physical worlds with his questions, reasoning, imaginative, and creative powers. Love relationships with parents are very important. Conscience develops. Guilt is the opposite pole of initiative.

4. *Industry versus inferiority.* Solutions of problems of initiative and guilt bring about entrance to the stage of developing a sense of industry, the latency period of Freud. The child is now ready to be a worker and producer. He wants to do jobs well instead of merely starting them and exploring them. He practices and learns the rules. Feelings of inferiority and inadequacy result when he feels he cannot measure up to the standards held for him by his family or society.

5. *Identity versus role diffusion.* The Freudian puberal stage, beginning at the start of adolescence, involves resurgence of sexual feelings. Erikson adds to this concept his deep insights into the adolescent's struggles to integrate all the roles he has played and hopes to play, his childish body concept with his present physical development, his concepts of his own society and the value of what he thinks he can contribute to it. Problems remaining from earlier stages are reworked.

6. *Intimacy versus isolation.* A sense of identity is the condition for ability to establish true intimacy, "the capacity to commit himself to concrete affiliations and partnerships and to develop the ethical strength to abide by such commitments." Intimacy involves understanding and allowing oneself to be understood. It may be, but need not be, sexual. Without intimacy, a person feels isolated and alone.

7. *Generativity versus self-absorption.* Involvement in the well-being and development of the next generation is the essence of generativity. While it includes being a good parent, it is more. Concern with creativity is also part of it. Adults need to be needed by the young, and unless the adults can be concerned and contributing, they suffer from stagnation.

8. *Ego integrity versus despair.* The sense of integrity comes from satisfaction with one's own life cycle and its place in space and time. The individual feels that his actions, relationships, and values are all meaningful and acceptable. Despair arises from remorseful remembrance of mistakes and wrong decisions plus the conviction that it is too late to try again.

No crisis is ever solved completely and finally, but that strands of it are carried along, to be dealt with at different levels. As one area is at its critical period, the other areas are affected and interact. Solutions to identify problems involve problems in all the other stages.

*Taken From A Guide to Child Growth and Development, 2nd ed. p.97.

GUIDE FOR DEVELOPING A WHOLESOME PERSONALITY

Explanation of Chart
*Stages of Growth
**Experiences
***Developmental Tasks
****"What Parents Can Do"

Integrity
Parental & Social Responsibility
Intimacy
Identity
Industry
Imagination & Initiative
*** **Independence**
Trust

• **Infancy**	**Toddler**	**Pre-School**	**Early School**	**Pre & Early Adolescence**	**Late Adolescence**	**Young Adult**	**Adult**
•• Helpless Cry Sleep Get hungry Lack control Innocent	Into everything Says "No" Learning to talk Learning to walk Falls often	Ask Questions Imitate Imagination Interest in other children Like stories Imaginary playmates	Collect things Capable Learn to do a job and get joy Learn good habits of workmanship Learn to work, then play Like to succeed	Close friendships Groups Become difficult Resent parental advice Seeking own identity Sensitive Like to belong to a group	Interest in opposite sex Closeness with each other Giggle Going steady Want to feel sure	Want to care for others Interested in children Social Welfare Responsibility Leadership	Signs of maturity 1. Reliability 2. Tolerance 3. Flexibility 4. Independence 5. Ability to make decisions 6. A will to live 7. Ability to work with other people 8. Persistence to carry out a plan 9. Capacity to give more than is asked 10. Ability to stick to a job
•••• Loving Care Understand Smile Answer cry with kindly action Hold gently Feed when hungry	Encourage investigations Talk to him Accept his "No" Patience	Answer questions truthfully Set good example Patience Encouragement Go along with his imagination Read to child	Praise Understanding Let him do things in which he can succeed Make conditions for learning Pleasant Don't Nag	Keep requests and demands to a minimum Understanding Confidence Encouragement Help child find role and equip himself for it	Have them work together Confidence Understanding Provide entertainment for young people Organize out-of-school 4-H Club in community	Encourage leadership and participation in community affairs Church School Home Demonstration Clubs 4-H Clubs	

# Adapted from materials used at 1950 White House Conference on Children and Youth. Based on Erik Erickson's steps of personality development. Used by Mrs. Avery Steinmetz at the 1961 Oregon Homemaking Teachers' Conference.

BEST COPY AVAILABLE

ON CHILDREN

.....Your children are not your children.

They are the sons and daughters of Life's longing for itself.
They come through you but not from you,
And though they are with you yet they belong not to you.
You may give them your love but not your thoughts,
For they have their own thoughts.
You may house their bodies but not their souls,
For their souls dwell in the house of tomorrow, which you cannot visit
not even in your dreams.
You may strive to be like them, but seek not to make them like you,
For life goes not backward nor tarries with yesterday.....

1. What does this poem mean to you?

2. Think about having your own children some day soon. What are some of the reasons you could offer to your husband for wanting a child? For wanting two children? For more than two?

3. What satisfactions have you gotten from being your parents' child? What dissatisfactions have you experienced?

4. Would you change in any way as a parent from the way your parents dealt with you?
   - If no, tell us why.
   - If yes, tell in which ways and what you hope will be achieved by this change.

5. Explain what the last two lines would mean to you as a parent.

6. Are there any situations in your life either now or which could arise in the future where you might support your actions to your parents in terms of this poem?

   If so -- describe the situation and which lines would apply to the situation.

   If not -- can you explain why you believe this poem would never be relevant in your life.

THOUGHTS FOR A NEW PARENT

"If a child lives with criticism, he learns to condemn.
If a child lives with hostility, he learns to fight.
If a child lives with fear, he learns to be apprehensive.
If a child lives with pity,he learns to be sorry for himself.
If a child lives with jealousy, he learns to feel guilty.
If a child lives with encouragement, he learns to be confident.
If a child lives with praise, he learns to be appreciative.
If a child lives with tolerance, he learns to be patient.
If a child lives with acceptance, he learns to love.
If a child lives with approval, he learns to like himself.
If a child lives with recognition, he learns to have a goal.
If a child lives with fairness, he learns what justice is.
If a child lives with honesty, he learns what truth is.
If a child lives with security, he learns to have faith in himself.
If a child lives with friendliness, he learns that the world is a
nice place in which to live."

HEART IN MY HANDS

I dreamed the doctor gave to me
A grave responsibility,
And placed between my hands a part
Of life itself - my baby's heart.
I heard the words the doctor spoke
And trembled in my baby's bed,
Repeating what the doctor said,
"The heart thou hold is small and bare,
But give it wise and loving care,
And you will see how it expands —
Your baby's heart is in your hands."

WHAT SHALL WE GIVE THE CHILDREN???

In the long twilight of the year,
the faces of the children grow luminous.
Rosy with cold, arabesqued
with snowflakes, leaning into the wind, or drowsing
before the fire, their eyes large,
they look and listen, as if they glimpsed the peripheries of a miracle
or heard a soundless music in the air. From the innocent kingdom
of implicit belief to that uncomfortable arena
where the implacable mind battles the intractable heart,
the faces of children at Christmas are lighted with visions
of things to come.

WHAT SHALL WE GIVE THE CHILDREN?

It seems certain that they will travel roads
we never thought of, navigate strange seas, cross
unimagined boundaries, and glimpse horizons beyond our power
to visualize. What can we give them to take along?
For the wild shores of Beyond, no toy or bauble will do.
It must be something more, constructed of stouter fabric
discovered among the cluttered aisles and tinseled bargain counters
of experience, winnowed from what little we have learned.
It must be devised out of responsibility and profound caring -
a home-made present of selfless love.
Everything changes but the landscape of the heart.

WHAT SHALL WE GIVE THE CHILDREN?

Attention, for one day it shall be too late.
A sense of value, the inalienable place of the individual
in the scheme of things, with all that accrues to the individual -
self reliance, courage, conviction, self-respect, and respect for others.
A sense of humor, laughter leavens life. The meaning of discipline.
If we falter at discipline, life will not do it for us. The will to work.
Satisfying work is a lasting joy. The talent for sharing, for it is
not so much what we give as what we share. The love of justice.
Justice is the bulwark against violence and oppression, and the
repository of human dignity. The passion for truth,
founded on precept and example. Truth is the beginning
of every good thing. The power of faith, engendered in mutual trust.
Life without faith is a dismal dead-end street. The beacon of hope,
which lights all darkness. The knowledge of being loved beyond
demand or reciprocity, praise or blame, for those so loved
are never lost.

WHAT SHALL WE GIVE THE CHILDREN?

The open sky, the brown earth, the leafy tree, the golden sand,
the blue water, the stars in their courses, and the
awareness of these.
Birdsong, butterflies, clouds, and rainbows. Sunlight, moonlight, firelight.
A large hand reaching down for a small hand, impromptu praise,
an unexpected kiss, a straight answer.
The glisten of enthusiasm and a sense of wonder. Long days to be merry in
and nights without fear.
The memory of a good home.

WHAT IS MOTHER?

Dear Editors: I have three children. To each of them, the word "mother" means something different:

To Tommy, aged 2, a mother is a person who:

Mops up spilled milk.
Opens cans.
Takes me to the potty when I don't want to be taken.
Hands me cookies.
Expects me to sit still in my high chair and eat oatmeal.
Runs and loves me when I fall down.

To Mary Jane, aged 5, mother is a person who:

Means to mend my cowboy suit but is always "too busy just now."
Opens bureau drawers and says, "What a mess."
Turns off the television in the middle of a cowboy picture.
Expects me to keep quiet and eat my oatmeal.
Hurries me all day long.
Really is kind of pretty.

To Charles, aged 7, mother is a person who:

Minds my business and meddles with my private things.
Opens my bureau drawers and hollers, "Clean up this mess now."
Turns out my light when I've started a new comic.
Helps me with my homework but forgets to listen.
Expects me to sit still, be quiet, and eat oatmeal.
Really is pretty nice.

To Daddy, middle-aged, mother is a person who:

Mislays my Ladies' Home Journal before I finish the serial.
Opens my mail and messes up the paper.
Talks too much at breakfast.
Holds out her hand and says "I need a little money, dear."
Expects me to eat oatmeal and asks me why I don't say something.
Really is my best girl.

I am "Mother," the aged person who:

Mops, mends, and picks up messes all day long.
Overworks and overeats.
Tries to keep the peace and to pick up the pieces.
Hands out cookies all day long.
Eats up the family's cold leftover oatmeal every morning.
Really believes that "Motherhood is Bliss."

A MOTHER'S LOVE

It takes a mother's love to make a house a home,
A place to be remembered no matter where we roam.
It takes a mother's patience to bring a child up right,
And her courage and cheerfulness to make a dark day bright.
It takes a mother's thoughtfulness to mend a heart's deep "hurts,"
And her skill and her endurance to mend little socks and shirts.
It takes a mother's kindness to forgive us when we err,
To sympathize in trouble and bow her head in prayer.
It takes a mother's wisdom to recognize our needs,
And to give us reassurance by her loving words and deeds.
It takes a mother's endless faith, her confidence and trust,
To guide us through the pitfalls of selfishness and lust.
And that is why in all this world there could not be another
Who could fulfill God's purpose as completely as a mother.

THOUGHTS OF A MOTHER

DEAR FIRST BORN: I've always loved you best because you were our first miracle. You were the genesis of a marriage and the fulfillment of first love. You sustained us through the hamburger years, the first apartment (furnished in early poverty), our first mode of transportation (1956 feet) and the 7 inch TV we paid on for 36 months. You were new, had unused grandparents and enough clothes for a set of triplets. You were the original model for Mom and Dad who were trying to work the bugs out. You got the strained lamb, the open safety pins and the three hour naps. YOU WERE THE BEGINNING.

DEAR MIDDLE CHILD: I've always loved you best because you drew the tough spot in the family and it made you stronger for it. You cried less, had more patience, wore faded hand-me-downs and never in your life did anything first. But, it only made you more special. You were the first one we relaxed with and realized a dog could kiss you and you wouldn't get sick. You could cross the street by yourself long before you were old enough to get married. You helped us to understand that the world wouldn't collapse if you went to bed with dirty feet. You were a child of our busy ambitious years. Without you we could have never survived the job changes and the tedium and routine that is marriage.

TO THE BABY: I've always loved you best because, while endings are generally sad, you are such a joy. You readily accepted the milk-stained bibs, the lower bunk, the cracked baseball bat, and the baby book that had nothing written in it except a recipe for graham cracker crust that someone had jammed between the pages. You are the one we held onto so tightly. You are our link with the past, a reason for tomorrow. You darken our hair, quicken our steps, square our shoulders, restore our vision and give us a sense of humor that security, maturity and durability can't provide. When your hairline takes on the shape of Lake Erie and your own children tower over you, you will still be OUR BABY.

Lines from a Mother

"IT'S O.K., SON,—EVERYBODY DOES IT"

by Jack Griffin

Every once in a while something comes across a desk which seems worth passing along. This came from Guidepost Magazine via Pastor Thor Skeie, Madelia, Minnesota. We who speak to parents of teenagers ought to read this and share it with them. It may alert them to how important their conduct is with kids. Might even be a discussion starter with parents or teenagers.

John at six years old -- his father was caught speeding. His father handed the officer a five-dollar bill with his driver's license. "It's O.K., Son," his father said as they drove off. "Everybody does it."

When he was eight, he was permitted at a family council, presided over by Uncle George, on the surest means to shave points off the income tax return. "It's O.K., Kid," his uncle said. "Everybody does it."

When he was nine, his mother took him to his first theater production. The box office man couldn't find any seats until his mother discovered an extra two dollars in her purse. "It's O.K., Son," she said. "Everybody does it."

When he was twelve, he broke his glasses on his way to school. His Aunt Francine persuaded the insurance company that they had been stolen and they collected $27. "It's O.K., Kid," she said. "Everybody does it."

When he was fifteen, he made right guard on the high school football team. His coach showed him how to block and at the same time grab the opposing end by the shirt so the official couldn't see it. "It's O.K., Kid," the coach said. "Everybody does it."

When he was sixteen, he took his first summer job at the big market. His assignment was to put over-ripe tomatoes in the bottom of the boxes and the good ones on top where they would show. "It's O.K., Kid," the manager said. "Everybody does it."

When he was eighteen, Johnny and a neighbor applied for a college scholarship. Johnny was a marginal student. His neighbor was in the upper three per cent of his class, but he couldn't play right guard. Johnny got the assignment. "It's O.K.," they told him. "Everybody does it."

When he was nineteen, he was approached by an upper classman who offered the test answers for $3.00. "It's O.K., Kid," he said. "Everybody does it."

Johnny was caught and sent home in disgrace. "How could you do this to your mother and me?" his father said. "You never learned anything like this at home." His aunt and uncle also were shocked. If there's one thing the adult world can't stand, it's a kid who cheats........

(from the Guidepost Magazine)

WHAT TO EXPECT FROM A "TYPICAL" 3 TO 6-YEAR-OLD

Three-year-old and Four-year-old:

- explores
- investigates
- imagines and pretends
- shows and feels anger, fear, joy
- when misbehaves, feels uncomfortable and guilty (dev. conscience)
- growth

    1) physical
    2) social
    3) emotional
    4) intellectual
    5) ethical dev.

- short attention span
- running and jumping
- likes to draw (symbolic)
- words tumble out and may stutter
- daily routine important
- begins to understand man and woman roles

Four to Six-year-year-old:

- likes to be with others his own age (personality dev.)
- large muscles still developing

    1) climbs
    2) jumps
    3) stands on head
    4) skips

- can manipulate crayons, paints, and hammer
- can skip now
- can accept responsibility (keep these within ability of child)

What is a Nursery School?

Child Development

Baby's food: demonstration usually used. Student prepares trays for 1 month, 6 months, 1 year and 2 year child. Actual food is used and the student explains the needs and habits of the child at each age.

Baby's bath: demonstrate either with real baby or doll. Complete bath with explanations.

Laundering baby's clothes: demonstration. Discuss the use of soaps, bleaches, etc.

Baby's first year of growth: report, with visual aids such as toys he will like, clothing, and demonstrations of his accomplishments. Habits.

Baby's second year: same as above.

The sick child: demonstrate methods of keeping the child happy in bed. Games, charts, health precautions. Arrange an actual food tray which will interest the child.

Childhood diseases: discussion and charts.

Baby's playground: usually a project showing swings, seesaws, sandboxes, pool, etc. Demonstrate and discuss.

Other reports: to be presented for discussion.

Explaining death or tragedy to children.

Toilet training

The Quiz kid

The only child

The mentally retarded child

The adopted child

Discipline

School problems

Raising twins

Pets for children

Thumbsucking, weaning, sucking need

Childhood fears

Bedwetting

The child who won't eat

Diapers: how to use and care for them cloth or disposable

Report Topics

Your New Baby

The Importance of Early Immunization

Parents' Guide to Children's Vision

How to Bring up Your Child Without Prejudice

Your Child and Money

What Should Parents Expect from Children

Your Child May Be a Gifted Child

How to Discipline Your Children

Your Child's Sense of Responsibility

The Shy Child

How to Teach Your Child About Work

Your Family's Health

Democracy Begins in the Home

Your Child's Emotional Health

How to Tell Your Child About Sex

When Mental Illness Strikes Your Family

Mental Health is a Family Affair

How to Help Your Child in School

Making the Grade as Dad

The Retarded Child Gets Ready for School

Divorce and Its Effects on Children

What Can You Do About Quarreling?

When a Family Faces Stress

How to Discipline Your Children

When You Lose a Loved One

Enjoy Your Child: Ages One, Two, and Three

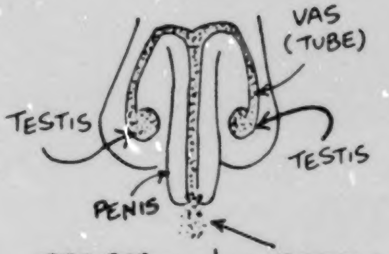
Three to Six: Your Child Starts to School

Understand Your Child: From Six to Twelve

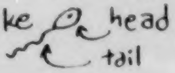
The IDEA of BIRTH CONTROL is quite SIMPLE--

to **PREVENT PREGNANCY** by keeping the man's **SPERM** from reaching the woman's **EGG**.

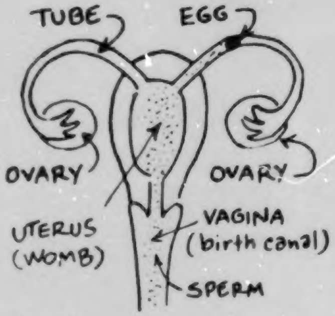
MAN


VAS (TUBE)
TESTIS
TESTIS
PENIS

TESTES produce **SPERM** via **TUBES**. Each sperm is so **SMALL** that a single teaspoon of male fluid would hold 400 million of them. shaped like



WOMAN


TUBE
EGG
OVARY
OVARY
UTERUS (WOMB)
VAGINA (birth canal)
SPERM

Usually one egg a month is released from an ovary and goes through tube to the womb. If a sperm meets egg in a tube, pregnancy results.

ONE SPERM ♀ joins **ONE EGG** ○ = **PREGNANCY** --the idea of **BIRTH CONTROL** is to keep sperm from meeting egg.

There are MANY WAYS to PRACTICE BIRTH CONTROL

(some are more reliable than others)

VIA DOCTOR'S PRESCRIPTION

1. The "**PILL**"
2. The "**I.U.D.**"
3. **DIAPHRAGM**

VIA DRUG STORE
DIRECT PURCHASE

4. **CONDOM**
5. **VAGINAL**
FOAMS, CREAMS, JELLIES, SUPPOSITORIES

VIA SAFE PERIOD METHOD

6. **RHYTHM**

VIA SURGERY

7. **STERILIZATION**

EACH COUPLE MAY CHOOSE the METHOD they PREFER ☞

Methods Of Contraception

METHOD	"THE PILL"	"MINI PILLS"	INTRAUTERINE DEVICE (IUD)	DIAPHRAGM WITH SPERMICIDAL JELLY OR CREAM	SPERMICIDAL FOAM, JELLY OR CREAM	CONDOM ("RUBBER")	CONDOM AND FOAM USED TOGETHER	PERIODIC ABSTINENCE (NATURAL FAMILY PLANNING)	STERILIZATION
WHAT IS IT?	Pills with two hormones, an estrogen and progestin, similar to the hormones a woman makes in her own ovaries.	Pills with just one type of hormone, a progestin, similar to a hormone a woman makes in her own ovaries.	A small piece of plastic with nylon threads attached. Some have copper wire wrapped around them. One IUD gives off a hormone, progesterone.	A shallow rubber cup used with a sperm-killing jelly or cream.	Cream and jelly come in tubes, foam comes in aerosol cans or individual applicators and is placed into the vagina.	A sheath of rubber shaped to fit snugly over the erect penis.		Ways of finding out days each month when you are most likely to get pregnant. Intercourse is avoided at that time.	Vasectomy (male). Tubal ligation (female). Ducts carrying sperm or the egg are tied and cut surgically.
HOW DOES IT WORK?	Prevents egg's release from woman's ovaries, makes cervical mucus thicker and changes lining of the uterus.	It may prevent egg's release from woman's ovaries, makes cervical mucus thicker and changes lining of uterus, making it harder for a fertilized egg to start growing there.	The IUD is inserted into the uterus. It is not known exactly how the IUD prevents pregnancy.	Fits inside the vagina. The rubber cup forms a barrier between the uterus and the sperm. The jelly or cream kills the sperm.	Foam, jelly and cream contain a chemical that kills sperm and acts as a physical barrier between sperm and the uterus.	Prevents sperm from getting inside a woman's vagina during intercourse.	Prevents sperm from getting inside the uterus by killing sperm and by preventing sperm from getting out into the vagina.	Techniques include maintaining chart of basal body [illegible]ture, che[illegible] secre[illegible] [illegible]ing calen[illegible] [illegible] periods, [illegible] help pre[illegible] [illegible] are most like[illegible] [illegible]ase an egg.	Closing of tubes in male prevents sperm from reaching egg; closing tubes in female prevents egg from reaching sperm.
HOW RELIABLE OR EFFECTIVE IS IT?	99.7% if used consistently, but much less effective if used carelessly.	97-99% if used perfectly, but less effective if used carelessly.	97-99% if patient checks for string regularly.	About 97% effective if used correctly and consistently, but much less effective if used carelessly.	About 90-97% effective if used correctly and consistently, but much less effective if used carelessly.	About 97% effective if used correctly and consistently, but much less effective if used carelessly.	Close to 100% effective if both foam and condoms are used with every act of intercourse.	Certain methods are about 90-97% if used consistently. Other methods are less effective. Combining techniques increases effectiveness.	Almost 100% effective and NOT usually reversible.
HOW WOULD I USE IT?	Either of two ways: 1. A pill a day for 3 weeks, stop for one week, then start a new pack. 2. A pill every single day with no stopping between packs.	Take one pill every single day as long as you want to avoid pregnancy.	Check string at least once a month right after the period ends to make sure your IUD is still properly in place.	Insert the diaphragm and jelly (or cream) before intercourse. Can be inserted up to 6 hours before intercourse. Must stay in at least 6 hours after intercourse.	Put foam, jelly or cream into your vagina each time you have intercourse, not more than 30 minutes beforehand. No douching for at least 8 hours after intercourse.	The condom should be placed on the erect penis before the penis ever comes into contact with the vagina. After ejaculation, the penis should be removed from the vagina immediately.	Foam must be inserted within 30 minutes before intercourse and condom must be placed onto erect penis prior to contact with vagina.	Careful records must be maintained of several factors: basal body temperature, vaginal secretions and onset of menstrual bleeding. Careful study of these methods will dictate when intercourse should be avoided.	After the decision to have no more children has been well thought through, a brief surgical procedure is performed on the man or the woman.
ARE THERE PROBLEMS WITH IT?	Must be prescribed by a doctor. All women should have a medical exam before taking the Pill, and some women should not take it.	Must be prescribed by a doctor. All women should have a medical exam first.	Must be inserted by a doctor after a pelvic examination. Cannot be used by all women. Sometimes the uterus "pushes" it out.	Must be fitted by a doctor after a pelvic exam. Some women find it difficult to insert, inconvenient, or messy.	Must be inserted just before intercourse. Some find it inconvenient or messy.	Objectionable to some men and women. Interrupts intercourse. May be messy. Condom may break.	Requires more effort than some couples like. May be messy or inconvenient. Interrupts intercourse.	Difficult to use method if menstrual cycle is irregular. Sexual intercourse must be avoided for a significant part of each cycle.	Surgical operation has some risk but serious complications are rare. Sterilizations should not be done unless no more children are desired.
WHAT ARE THE SIDE EFFECTS OR COMPLICATIONS?	Nausea, weight gain, headaches, missed periods, darkened skin on the face, or depression may occur. More serious and more rare problems are blood clots in the legs, the lungs, or the brain, and heart attacks.	Irregular periods, missed periods, and spotting may occur and are more common problems with mini-pills than with the regular birth control pills.	May cause cramps, bleeding, or spotting. Infections of the uterus or of the oviducts (tubes) may be serious. See a doctor for pain, bleeding, fever, or a bad discharge.	Some women find that the jelly or cream irritates the vagina. Try changing brands if this happens.	Some women find that the foam, cream or jelly irritates the vagina. May irritate the man's penis. Try changing brands if this happens.	Rarely, individuals are allergic to rubber. If this is a problem, condoms called "skins," which are not made out of rubber, are available.	No serious complications	No complications	All surgical operations have some risk, but serious complications are uncommon. Some pain may last for several days. Rarely, the wrong structure is tied off or the tube grows back together. There is no loss of sexual desire or ability in vast majority of patients.
WHAT ARE THE ADVANTAGES?	Convenient, extremely effective, does not interfere with sex, and may diminish menstrual cramps.	Convenient, effective, does not interfere with sex, and less serious side effects than with regular birth control pills.	Effective, always there when needed, but usually not felt by either partner.	Effective and safe	Effective, safe, a good lubricant and can be purchased at a drugstore.	Effective, safe, can be purchased at a drugstore, excellent protection against sexually transmitted infections.	Extremely effective, safe, and both methods may be purchased at a drug store without a doctor's prescription. Excellent protection against sexually transmitted infections.	Safe, ef[illegible]ve if followe[illegible] carefully, little or no religious obje[illegible] to method. Tea[illegible] women about their menstrual cycles.	The most effective method, low rate of complications, many feel that removing fear of pregnancy improves sexual relations.

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WHAT IS PLANNED PARENTHOOD?

PLANNED PARENTHOOD

- is a private, voluntary, non-profit family planning health agency supported by patient fees, private contributions, and government funding.

- offers confidential services regardless of age, marital status or ability to pay.

- believes that every woman has a right to choose when and if to bear children and that every child should be born wanted, with a right to be loved and cared for.

- believes that family planning is important to health, and that planning and spacing pregnancies is necessary for the best health for mother and child.

- is an entryway into the health care system for many women.

- serves the Union County area.

- was founded in 1932 by a group of Plainfield women after hearing a speech by Margaret Sanger. The first clinic was opened in Plainfield in 1933.

is a HEALTH SERVICE

- Our reproductive health care meets the medical standards set by Planned Parenthood Federation of America, the New Jersey Department of Health, and the U.S. Department of Health and Human Services.

- We maintain professionally staffed clinics in Plainfield and Elizabeth. Bilingual personnel are available.

- To safeguard our patient's health, we provide comprehensive medical examinations for persons seeking contraceptive methods.

- Patients are charged on a sliding fee scale. No one is ever refused service because of an inability to pay. We accept Medicaid and Welfare clients.

is a SOCIAL SERVICE

- When indicated, we offer pregnancy testing and confidential counseling. All options are explored with the patient. Upon request, appropriate referrals are made.

- If a medical and/or social problem exists, the patient is referred to the appropriate physician or community agency.

- We act as a referral source for health concerns such as: infertility, steralization, and venereal disease.

is an EDUCATION SERVICE

- Upon request, speakers are available to address schools, churches, agencies, and community organizations.

- Our Reference Center and Library include audio visual materials and research material for students and the general public.

- We distribute pamphlets and educational literature on topics including contraception, sterilization, sex education, venereal disease, women's health problems, and population ecology.

- Expert training and inservice programs for professional and para-professional groups are provided.

Chronicle Occupational Brief **150**

Consumer Safety Officers

Home Economics Department
County Regional High School District No.

4th ed. D.O.T. 168. S.O.C. 11.10.03

When the United States was mostly rural, farmers sold their products to local buyers either directly or through farmers' markets. People preserved their own foods in the home by drying, smoking, salting, fermenting, or canning them. Large food processing companies did not exist.

As the country grew and as mass production methods became common, a need arose for some way to protect consumers from the dangers of unsanitary food processing, faulty product design, or other unsafe practices. Today the federal government has many regulations to insure the safety and health of consumers.

United States consumer protection services make Americans among the best protected consumers in the world. They go to stores and supermarkets expecting the products they buy will be safe to use and will meet quality standards. Consumer protection is nonexistent in many other countries.

One important consumer protection service is the Food and Drug Administration (FDA). Investigators in this agency make sure foods, drugs, cosmetics, and medical devices offered to consumers are safe and meet standards of purity and sanitation. These investigators are Consumer Safety Officers.

Work Performed

Consumer Safety Officers (CSOs) are the front line of the Food and Drug Administration (FDA). These investigators (formerly known as food and drug inspectors) inspect plants that process, pack, or store products under regulation of the FDA. They also investigate complaints of injuries or illnesses from products, or of violations by manufacturers.

The duties of CSOs are many and varied. On any working day one investigator may check an import at dockside, conduct an inspection of a food processing plant, testify in court about a law violation, investigate a consumer complaint, or buy a supermarket product for testing.

Two official manuals spell out inspection guidelines and point out FDA concerns: the *Compliance Programs Guidance Manual* and the *Inspection Operations Manual*. Before going on a tour of inspection CSOs review certain sections in the manuals. For example, the section on cosmetics in one manual suggests that investigators look for microbiological and toxicological hazards, check on use of colors, detect new or unusual ingredients or changed manufacturing processes, watch for filthy or decomposed substances, and be alert to extravagant label claims.

After reviewing manuals the investigators check files on a firm. These contain reports of former inspections, information about the company, and other details such as consumer complaints.

Consumer Safety Officers inspect plants that process, pack, or store products under regulation of the Food and Drug Administration. Above, an investigator checks production at a drug company.

Photo courtesy of U.S. Department of Labor

File under: 4th ed. D.O.T. 168. Inspectors & Investigators, Managerial & Public Service (Consumer Safety Officers)

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United States of America

The CSOs then go to plants to conduct inspections. These visits are unannounced unless the FDA wants to see special files or other materials not readily available.

Investigators present their credentials at main offices. They also present an official Notice of Inspection to management personnel. They ask about the company's products, about consumer complaints, and about other facts of interest to the FDA.

Consumer Safety Officers may begin formal inspections by touring plants to get an overview of operations. Then they begin at the start of the manufacturing process, follow the entire procedure, and end at storage or shipping departments. They may check quality control testing records. They encourage plant officials to accompany them.

Inspections in simple operations can take less than half a day. If manufacturing processes are very complex or if investigators need in-depth studies of processes, the inspections may last a week or longer. Average inspections take one or two days.

Investigators return to their offices and write reports. They may take samples of products or ingredients for testing in FDA laboratories. These samples may be of raw materials or finished products, or swabs from machinery. The FDA manuals list materials the investigators should sample or test.

If CSOs find violations, they discuss their findings with company personnel and present them with an official form entitled *Inspectional Observations*. This form lists violations or deficiencies. Investigators point out their observations to plant managers either during an inspection or during an interview after the inspection.

The FDA may then send letters to the company about these violations or deficiencies. The agency asks for a reply in ten days on corrective actions the firm has taken or intends to take. Most firms promptly correct the wrongs. The FDA does follow-up work to see that the company does make corrections. If the violations continue, the agency takes further steps.

Consumer Safety Officers pay extra attention to firms that fail to correct deficiencies or to companies with violations that may result in products dangerous to consumers. The investigators forward files of cases that require legal action to the Compliance Office in FDA District Offices. Compliance officers check carefully to decide if legal action is necessary.

Forms of legal action may be seizure of products, injunctions prohibiting interstate shipment of goods, or prosecution of firms and officials. For the most part, the FDA has no authority to take legal action. The courts determine and order any of these steps. Recent laws, however, have given the FDA some authority, called administrative detention, whereby the FDA can seize medical devices of questionable safety.

When manufacturers violate the law by producing substandard products, the most common step is to recall the products. The FDA outlines procedures investigators may carry out to protect consumers from harmful commodities.

If a firm refuses to let a CSO inspect goods or premises, the investigator may need court assistance and can get a warrant to conduct the inspection. Warrants are rarely needed.

Working Conditions

Consumer Safety Officers experience a wide range of working conditions. Their duties take them from small manufacturing plants to huge industrial organizations, from rural locales to the docks of large cities, and from the offices of company officials to the offices of the Food and Drug Administration.

These investigators travel within regions or districts, and they may spend several days or more in one city or town to conduct an inspection. They sometimes visit laboratories to discuss samples with testing personnel. They may also appear in court to testify. Most investigators lead an active life and meet many people in the course of their work.

Hours and Earnings

Investigators work eight hours a day, five days a week, but they often have irregular hours. When they travel, they may work longer hours to complete an inspection. They sometimes put in several hours to finish paperwork after leaving a plant.

The federal pay scale determines CSO salaries. In 1980 beginning investigators started at GS-5 and earned $11,243 a year. After completing a one-year training period, they advance to GS-7 at $13,925 a year. Most CSOs hold grades between GS-11 and GS-14, and pay ranges from $20,611 to $45,126. Each year the federal salary schedule is upgraded.

Federal government employees receive nine paid holidays a year, paid vacations ranging from two and a half to five weeks, and thirteen days paid sick leave. Other fringe benefits include life and health insurance plans, medical coverage, and retirement pay. Investigators get a government car or a car allowance and reimbursements for travel expenses.

Sometimes CSOs take samples of products or ingredients for testing in FDA laboratories and may assist in the examination. Above, samples of a cosmetic are tested in the laboratory.

Photo by EKM-Nepenthe

Education and Training

Consumer Safety Officers must pass the *Professional and Administrative Career Examination (PACE).* To take the exam they must have a bachelor's degree or three years of responsible work experience, or a combination of the two.

Applicants must be on the register of eligibles from which the Office of Personnel Management chooses individuals to fill jobs. The entry grade for Consumer Safety Officers is GS-5. Applicants with more education or experience may get higher positions. Applicants with one year of experience comparable to GS-5 requirements, those with a grade point average showing outstanding college work, or those who ranked in the top third of their class may qualify for GS-7 positions.

Successive stages of experience and education qualify applicants for higher grades. A person with a Ph.D. in studies suitable for consumer safety inspecting, for instance, may qualify for a GS-12 job.

Consumer Safety Officers entering service with the FDA may take more study and education in the agency or in colleges and universities full time or part time, on duty or off duty, day or evening. The agency pays the costs. Formal in-house study includes courses in drug inspection techniques, bacteriological sanitation, food technology, and canning.

Personal Qualifications

Three attributes are essential for CSOs. First is curiosity. They must be able to ask questions, analyze difficulties, determine how important they are, and come up with solutions.

Second is perseverance. Consumer Safety Officers must record all the evidence they gather, in case court action becomes necessary. They must follow up their investigations to make sure firms or companies correct faulty or inadequate procedures or violations.

Third is the ability to communicate with people. Whether dealing with company officials or consumers, CSOs must be persuasive and able to convey their points. In dealing with regulated industries, investigators find they are more effective in protecting consumers if they can persuade firms to acknowledge and correct deficiencies promptly and willingly. Formal legal action is the last resort when other approaches fail.

Where Employed

Consumer Safety Officers work for the FDA throughout the United States. They work out of 23 district offices and 125 resident posts.

Employment Outlook

Competition is keen for jobs as Consumer Safety Officers with the Food and Drug Administration. The agency accepts applications for these jobs as eligible people on the register get appointments.

Public awareness of potential dangers in foods and drugs will encourage the government to employ more CSOs. Legislation to insure safe products should also create a demand for investigators to see that manufacturers obey new or stricter laws.

Entry Methods

Qualified people wishing to apply for a job with the federal government should visit the nearest regional Office of Personnel Management (OPM). If they wish to apply for work in another region they can find out which regional OPM has jurisdiction. Application forms and information are available at any OPM (formerly Civil Service Commission), listed in telephone directories under "U.S. Government."

Advancement Opportunities

Government employees who do good work advance regularly. They receive yearly salary increases within their grade (each grade has ten steps).

Investigators also progress from one grade to the next. By getting experience or education in the required skills and knowledge, they can qualify for higher positions. Most supervisory and administrative employees are individuals who have advanced by acquiring ability and experience in this work.

Related Occupations

The U.S. Department of Labor classifies Consumer Safety Officers (or food and drug inspectors) with other managerial and public service inspectors and investigators (4th ed. D.O.T. 168.). Some people in this group are customs officers, building inspectors, occupational safety and health inspectors, quality control coordinators, agricultural commodities inspectors, and motor vehicles inspectors.

People interested in consumer safety might also explore the work of pollution control engineers and technicians, toxicologists, environmental researchers, industrial hygienists, and sanitarians (environmental health). They might also look into the jobs of county agricultural agents, extension home economists, and conservation officers.

For Further Research

FDA Consumer Safety Officer. DHEW Publication No. FDA 74-1013. Free
Food and Drug Administration
5600 Fishers Lane
Rockville, MD 20857

Working for the U.S.A. Revised 1979. S/N 006-000-01104-7. 32 pages. $1.50.

Guide to Federal Career Literature. 1978. 17 pages. For positions that require a college degree or equivalent experience. S/N 006-000-01037-7. $1.10.
Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402

Meat and Poultry Inspectors. Occupational Brief No. 453. $1.00.

Agricultural Commodity Graders. Occupational Brief No. 250. $1.00.

Customs Inspectors. Occupational Brief No. 412. $1.00.
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Marshall Ford, Compliance Officer, Equal Opportunity Employment Office, Food and Drug Administration, Public Health Service, U.S. Department of Health, Education, and Welfare, Rockville, MD 20857.

Community Contacts: ______________________

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Economics Department
Regional High School District No. 1

Occupations discussed or illustrated should be considered valid and proper for either sex. Addresses of organizations and prices of publications mentioned are subject to change.

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SALESPERSONS, HOUSEHOLD APPLIANCES

OCCUPATIONAL BRIEF 4th ed. D.O.T. 270. **174**

File under: 4th ed. D.O.T. 26 & 27 Sales Occ., Commodities, Incl. 260.-279. (Salespersons, Household Appliances)

Introduction

In the 1900's a shortage of domestic workers created a demand for labor-saving devices for homemakers. Industry responded by inventing and producing washing machines, vacuum cleaners, floor polishers, and small appliances such as toasters, irons, and food mixers.

Competition and innovation brought a great many new labor-saving devices into existence and led to many sales. High sales volume coupled with manufacturing refinements lowered the prices of appliances. Less money bought better and better appliances. Power companies made all power the same so that appliances could work anywhere, and the companies also promoted the use of household appliances.

The rural electrification program in the 1940's and 1950's, which brought electricity to the farthest reaches of the United States, helped bring about almost universal use of electric appliances. The availability of natural gas, an offshoot of oil exploration, contributed to the use of gas for heating homes, drying clothes, heating water, and cooking.

Before World War I most families used iceboxes or stored their food on window ledges or in root cellars. Today more than 99 percent of the families in the United States own refrigerators.

The first annual one-million-sales record for refrigerators occurred in 1933. In 1950 six million consumers bought refrigerators.

Radios appeared on the market in 1920. In 1950 television sets became available. Radios, televisions, phonographs, and television game sales totalled more than 66 million units in 1977. In some stores today these items account for up to 50 percent of all sales.

In the 1960's and 1970's other household appliances began to ease work for homemakers. Dryers, air-conditioners, smoke detectors, and microwave ovens are only a few of the hundreds of household appliances in use today.

Work Performed

Salespersons of household appliances sell refrigerators, freezers, washing machines, dryers, and vacuum cleaners. They also sell radios, television sets, and audio or stereo sound systems.

Photo by Wes Stevens

Some stores sell only one brand of appliances; many sell several. Often large stores have separate departments for small appliances such as blenders and for major appliances such as washing machines and dryers. Usually televisions, radios, and stereo equipment are also in separate departments.

When customers enter stores or showrooms, salespersons greet them and offer to help them. Salespersons show the appliances and point out the good features such as multiple uses, durability, quality, and ease of operation.

When customers decide to buy appliances, salespersons write up sales slips and take

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[illegible] of America

Home Economics Department
County Regional High School District No. 1

payment or get credit approval. They may wrap small items or arrange for delivery and installation of large appliances.

Almost all products have manufacturers' warranties, which insure service and replacement of faulty parts for the first year or so. Salespersons may sell service contracts whereby a store agrees to maintain appliances in customers' homes after the manufacturers' warranties run out.

Salespersons of household appliances must keep up with the latest improvements in appliances they sell, and they should be able to compare models of different brands. Appliances are increasingly complex. They operate with electric, gas, mechanical, and microwave energy. Many have precision sensing devices, electronic controls, and chemical and physical actions. Successful salespersons study manufacturers' data sheets to learn as much as possible about their products. Safety, energy conservation, sound, sanitation, and other qualities of the appliances may, in fact, be subject to laws and regulations, which salespersons must understand. Knowledge of credit and financing are important, too.

Occasionally salespersons help install, service, and maintain appliances. At times they have to follow up customer complaints. They work with service personnel to find and correct the fault. They also keep records and make reports to store owners or managers.

Working Conditions

Household appliance salespersons work indoors in stores and showrooms. They work on their own to make sales and satisfy customers. They may work under considerable pressure because often their earnings depend on how much they sell. They do not do much physical work. Salespersons may handle some small appliances, but they seldom have to move or lift heavy items.

Hours and Earnings

Almost all retail selling includes Saturday, Sunday, and evening work. Buying a major appliance is often a family decision, and working members of the family do the buying. Many stores have their employees work evenings and weekends and sometimes holidays, when working people have the time to shop and buy. Household appliance salespersons often take their days off in the middle of the week.

Full-time salespersons usually work forty to fifty hours a week. Because of evening and weekend work, however, many appliance stores hire salespersons to work part time, generally from twenty to twenty-five hours a week.

Household appliance salespersons usually earn both a salary and a commission. Earnings and benefits vary widely with location and size of the store. Workers may start at minimum wages and get raises as they gain experience. Commissions may start at 1 percent and can go up to 8 percent. The industry average is 6 percent. In some stores salespersons collect either a salary or a commission, whichever is higher.

In large appliance stores in medium-sized towns experienced appliance salespersons can earn up to $30,000 a year. Even employees with little experience who work hard can earn as much as $15,000 to $20,000. In department stores where salespersons work either in a radio and television section or in other home appliance departments, they may earn from $8,000 to $15,000 a year. In small appliance stores that sell radios, electronic items, and parts, salespersons may start out at the minimum wage, but they can work up to wages of $8,000 to $10,000 a year.

Salespersons of household appliances usually receive vacations of one week after a year of work, two weeks after two to five years, three weeks after ten years, and up to a month after fifteen years. They also get group hospital insurance, sick leave, and possibly company retirement benefits. Most stores allow their workers discounts on purchases of home appliances.

Social and Psychological Factors

Although not physically tiring, saleswork can cause mental fatigue. Efforts to please customers and close a sale can create stress, but the satisfaction of selling appliances to fit peoples' needs is rewarding.

Many owners of household appliance stores encourage their employees to be active in community affairs. In these activities, of course, salespersons are valuable representatives of the businesses that employ them.

Education and Training

Most appliance store owners prefer applicants who have a high school education, but experience in selling, even part time, is very important. Some companies have training programs for their new salespersons. In these programs new workers learn company sales practices.

As new models come out, manufacturers, distributors, and others conduct continuing training programs to help insure that salespersons are well-informed about products. Most customers are knowledgeable about products from having read about them in newspapers and magazines, and from having talked about them with friends and neighbors. Salespersons must be ready to answer their questions.

More and more firms require applicants for management jobs to have a college degree. For saleswork, however, applicants need not be college graduates. Of course college study does help individuals who want to advance quickly.

A number of courses will help those wishing to become salespersons of household appliances. High school students should take English, writing, social studies, and mathematics. Distributive education programs offer excellent training for retail selling. College students can benefit from courses like writing, public speaking, psychology, public relations, accounting, economics, sales management, advertising, and business law. Many correspondence schools have courses that can prove useful to salespersons.

Personal Qualifications

Salespersons should always be neat and well-dressed. They should enjoy meeting and talking to people and making them feel comfortable and at ease. To do this, salespersons must have a good command of English and be able to express themselves clearly. In big cities or in certain regions with high ethnic populations, a knowledge of Spanish, Italian, or other languages can be helpful.

High on the list of qualities are honesty and reliability. Customers treated fairly will return to deal with salespersons they trust.

Good salespersons should enjoy competition. They must have energy, enthusiasm, and the will to make sales. Yet they must be tactful, willing to listen as well as to ask questions, and to work hard to help people buy appliances best suited to their needs. Salespersons must be resourceful, be able to work alone, and not be upset when they fail to sell an item.

Where Employed

Salespersons of household appliances work for approximately 75,000 retail appliance sales outlets, stores, and showrooms in cities and towns all over the country. Employers may be department stores that have household appliance sections, or franchised stores of corporations. Employers can also be private owners who sell only refrigerators, washers, dryers, and similar appliances. Persons who run television, radio, and audio shops employ these salespersons, and independent store owners who sell all kinds of appliances also hire them.

Employment Outlook

About five million salespersons work in the United States, or about 7 percent of the population. Many of these salespersons sell household appliances. Predictions are that appliance sales will increase moderately in the next ten years.

Production of electronic games and home computers has created a need for salespersons who understand the operation and details of these new appliances. The overall outlook is for an expanding market in home appliances and a demand for many more qualified salespersons.

Entry Methods

The best way to prepare for work selling household appliances is to get a part-time job selling in a store—any kind of store. Beginners will get experience dealing with the public and practice in selling.

Many appliance salespersons enter the field by doing service work. The experience and knowledge they acquire in this work is helpful in selling appliances.

Interested persons should read books on selling and talk to friends and neighbors who do saleswork. Before applying for a sales job with a firm, applicants should learn as much as possible about the company and the appliances the company sells.

Advancement Opportunities

Both job security and advancement in retail selling depend on sales ability. Performance is easy to measure and lack of performance impossible to hide. Successful salespersons of household appliances may become managers or supervisors of sales. Salespersons in department stores may become appliance sales managers. In appliance stores salespersons may become owners or part owners.

Store owners, of course, must invest money in the business, and they must run both store operations and finances. They may work seventy hours a week. Nevertheless store owners who are competent business administrators will succeed.

Related Occupations

Household appliance salespersons are classified with other people who sell items such as furniture, furnishings, and accessories for the home (4th ed. D.O.T. 270.). Others in the group sell home furnishings, china and silverware, sewing machines, curtains and draperies, floor coverings, furniture, and stereo equipment.

Sources of Additional Information

American Society of Professional Salesmen, 1000 Vermont Avenue, N.W., Suite 1200, Washington, DC 20005.
Sales and Marketing Executives International, 380 Lexington Avenue, New York, NY 10017.
International Home Furnishing Representatives Association, 666 Lake Shore Drive, Room 1727, Chicago, IL 60611.

For Further Research

Opportunities in Selling. Free.
The Salesman: Ambassador of Progress. Free.
Sales and Marketing Executives International
380 Lexington Avenue
New York, NY 10017

Is a Career in Selling for You? Free.
Sales Executives Club of New York
Hotel Roosevelt
New York, NY 10001

Sales. Job Fact Sheet No. 94. $.80.
Council for Career Planning, Inc.
541 Madison Avenue
New York, NY 10022

Opportunities in Sales and Marketing Careers. $6.60 hardcover, $4.95 paperback.
VGM Career Horizons
National Textbook Company
8259 Niles Center Road
Skokie, IL 60076

Distributive Education Clubs of America: What It Is, What It Does. Free.
Distributive Education Clubs of America
1908 Association Drive
Reston, VA 22091

Sales Occupations. Occupational Outlook Reprint No. 1955-13. $.50; minimum Printing Office order $1.00.
Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402

Selling Occupations, General. Occupational Brief No. 8. $1.00.
Sales Managers. Occupational Brief No. 442. $1.00.
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Frank Miles, Assistant General Manager, Public Affairs, Association of Home Appliance Manufacturers, 20 North Wacker Drive, Chicago, IL 60606.
Edith M. Lynch, Vice President-Manager, Personnel Division, National Retail Merchants Association, 100 West Thirty-first Street, New York, NY 10001.
Jules Steinberg, Executive Vice President, National Association of Retail Dealers of America, 2 North Riverside Plaza, Chicago, IL 60606.

Community Contacts:

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Home Economics Department
Union County Regional High School District No.

Occupations discussed or illustrated should be considered valid or proper for either sex.

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Merchandise Displayers

Home Economics Department
Union County Regional High School District No. 1

4th ed. D.O.T. 298.

Show windows are the faces of stores. A window display may draw only a passing glance from passersby, or it can get their attention and encourage them to buy. Some people just enjoy window-shopping—looking at merchandise displays.

Merchandise displayers create the windows that attract passersby and bring customers into the store. Inside the store, merchandise displayers arrange showcases, set up eye-catching exhibits of goods, and choose fashions for mannequins.

Today merchandise displayers are part of the increasingly important concept of visual merchandising in the retail business. Visual merchandising includes store planning and store design, packaging, and merchandise presentation (which includes display workers). A merchandise displayer may handle all the details of window and interior displays in a small store. Large department stores may have display departments with six or more sections and employ anywhere from thirty to a hundred workers.

Work Performed

In some stores all the display employees are competent in all display procedures and techniques. They cooperate in a group effort. A display department may have several divisions: window display, interior display, carpenter shop, art studio, sign shop, and lighting shop.

Display departments work closely with sales and advertising departments. They prepare promotional plans as far as possible in advance. They often plan Christmas displays a year ahead. Most interior displays and window exhibits have a distinct theme. A beach scene, for example, may set off a display of bathing suits. A backdrop depicting a mountain wilderness might set the stage for an exhibit of hunting or camping gear.

Most department stores buy props from firms that specialize in producing display accessories. Some display departments, however, have carpenters to make their own props, especially for seasonal or special temporary displays. All display departments use items the store sells. A sled on sale in the store, for example, may become a prop for a winter scene featuring winter fashions. Or a dining room table may display linens, silver, and dishes.

Today, graphics (drawings, posters, or prints) are popular display props. Other props consist of show cards, shelves, mannequins, models of buildings, background scenes, and other rented or borrowed items.

Display directors coordinate and supervise display work. They plan displays, assign tasks, and supervise employees. They confer and work with sales and advertising department heads who decide when and what goods the display departments should promote.

After reaching decisions on a promotional theme, display managers plan and draw or sketch window and other proposed displays. They look over and choose used props, give instructions for the building of new ones, or buy materials from prop manufacturers. Finally, they and their assistants set up window displays.

Window dressers position show cards and backdrops, lay rugs or floor covering, dress mannequins, and arrange furniture and other merchandise. Fashion stylists choose the clothing and accessories for the mannequins. Salespeople often help set up interior displays. They arrange showcases and freestanding floor exhibits. They change sweaters, blouses, or other garments and accessories on mannequins or forms.

In small stores one person may do all the display work. These workers buy most of their props. They make show cards, build small props, paint backdrops, and put featured goods in the window. Because they also have other work and are often rushed, they set up only the simplest exhibits.

When displayers dismantle a project, they put away all reusable items and props. Before

File under: 4th ed. D.O.T. 297.-298. Sales Promotion Occ. & Merchandise Displayers
(Merchandise Displayers)

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storing boxes of small items, they mark each box with the size, color, and season of the contents and attach one of the items to the outside. They keep small props on open shelves and cover them with plastic. Large props go to warehouses or storerooms. Merchandise displayers keep an itemized list of props so that they can quickly find what they want.

Chain stores have a different system. The main offices plan sales and displays about a year in advance and update them monthly. They plan and produce display materials and send promotion packages to their branch stores. In these packages are show cards, banners, background displays, and other advertising and promotional materials.

Local or branch store managers use these materials for displays and advertising. They hold monthly meetings with their department heads to discuss display plans. Workers in local stores set up the displays.

Self-employed or free-lance merchandise displayers do not make or build props. They give their store clients advice on the purchase or the making of props and then use them to set up store displays. These specialists can serve ten or more clients a week. They often concentrate on specialty stores too small to support a full-time merchandise displayer.

Some merchandise displayers work as display consultants. These specialists have had years of experience in all kinds of display techniques and arrangements. They may work for a yearly fee, or they may get a stated amount for each job. Display consultants plan and carry out entire projects. They hire carpenters, painters, carpet layers, free-lance workers, and others to help them.

Working Conditions

Merchandise displayers work indoors in all parts of the store. They work closely with other store personnel. Occasionally, when they have to rush to finish displays without inconveniencing customers, they may feel strain and tension.

The work requires long periods of standing. Displayers bend, stretch, reach, and often work from ladders.

Hours and Earnings

Although merchandise displayers may work irregular or odd hours, they average thirty-five to forty hours a week. During busy seasons, such as before holidays, they work longer hours. Display directors, who are store executives, often work long, irregular hours. Free-lance merchandise displayers and display consultants have peak employment at special times of the year and slack periods in other months.

The earnings of merchandise displayers vary according to individual experience, size and kind of business, and geographic location. In 1980 beginners earned between $150 and $170 a week. Those with some college courses in art, interior design, or applied arts started at higher rates. Experienced workers earned between $175 and $340 a week. Managers of display departments might receive $20,000 to $25,000 a year, and in large companies display directors could earn up to $40,000 a year or more. Many directors of visual merchandising are vice presidents of retail companies or department store chains.

Earnings of free-lance merchandise displayers and consultants depend on talent, reputation, number of clients, kinds of stores they work for, and how many hours they work. Top salaries in large metropolitan districts may be $40,000 or more a year for the most gifted and experienced. Most free-lance merchandise displayers get paid by the hour. Other free-lancers work under contract. They agree to do a certain number of "trims" a month for a set fee.

Education and Training

Although this work has no formal educational requirements for entry, employers prefer applicants with some art skills. Shop courses are also considered valuable.

High school students should take mechanical drawing and design to develop a sense of color, line, and proportion. Business courses in selling principles can help them learn how to handle merchandise. Shopwork will teach them how to work with simple tools and machinery and how to handle different materials such as woods, metals, and plastics. They should become proficient in English and spelling.

Few stores have formal apprenticeship programs, but many offer informal, on-the-job training to beginners who show talent and ability. Display managers supervise these programs. Trainees begin as general helpers. As they acquire skills and experience they may specialize in one kind of display work such as show card writing, construction, or backgrounds.

College or technical school study is becoming necessary for many beginning displayers in large department stores. To get to the top in this work, displayers should get as much artistic and technical education as possible. They also need a sound background in merchandising, communication, and psychology. Managers and directors of display departments administer large annual budgets and must have business knowledge.

Basic knowledge, acquired either on the job or as part of a technical program of study, should include the basics of woodworking, applications of color and lighting, skill in draping materials, and an understanding of how electrically animated mannequins and props work. Further training and study should cover the development of skills in applied design and mechanical drawing, working with papier-mache, show card writing and lettering, use of airbrushes, and exercises in freehand drawing. Other useful courses are merchandising, advertising and retailing, costume designing, and interior decorating.

Personal Qualifications

Merchandise displayers should have artistic talent, imagination, and a flair for the dramatic. They must have a well-developed sense of sales and advertising, and creative skills that enable them to get results with ingenious publicity ideas. Manual dexterity, agility, and mechanical aptitude are definite assets. Other important qualities are an interest in people, the ability to work well with others, and a willingness to work irregular hours.

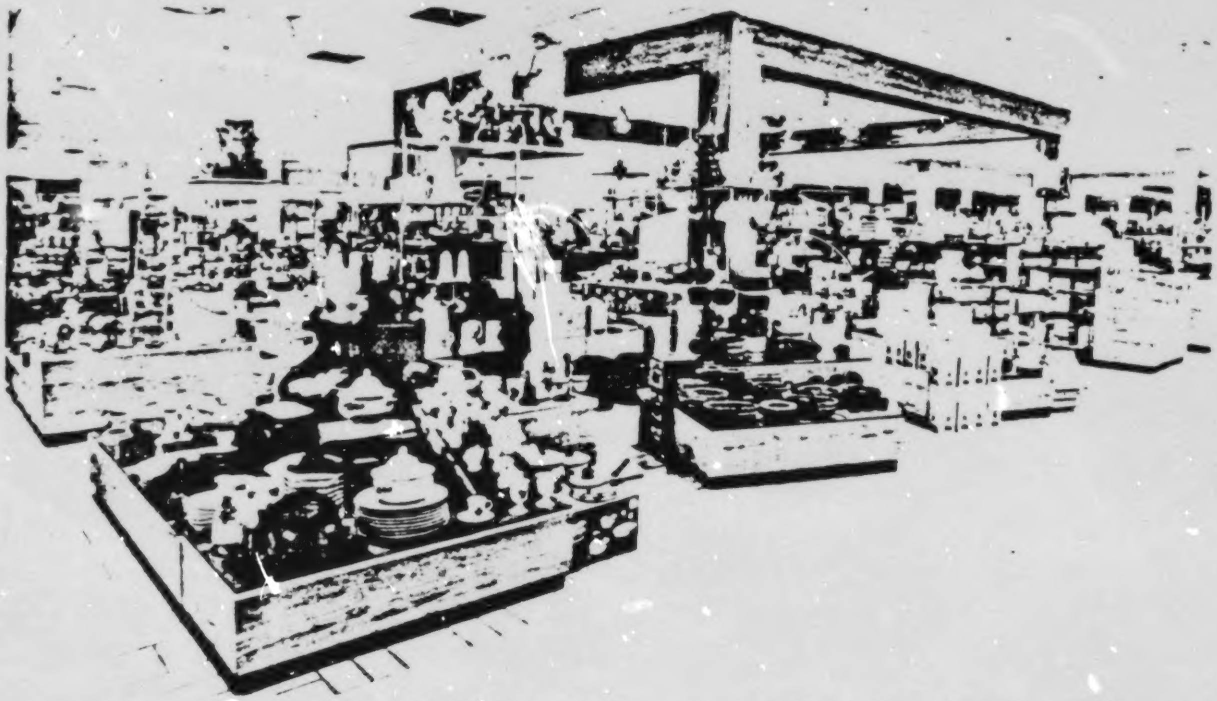
Where Employed

Merchandise displayers work for department stores, furniture stores, clothing stores, shoe stores, bookstores, drugstores, variety stores, and gift shops. Several thousand free-lance displayers serve small stores that cannot afford full-time display workers. These workers work throughout the United States, but they tend to concentrate in large cities that have major department stores and other firms with great numbers of retail and merchandising workers.

Employment Outlook

Display work is still a fairly new occupation. About 45,000 people are engaged in this work, and about 3,000 or more job openings will occur each year through the 1980's, according to the Bureau of Labor Statistics.

The number and diversity of merchandise display jobs are slowly but steadily growing. The chances for entry jobs and advanced work are best in large cities such as New York, Atlanta, Chicago, St. Louis, Dallas, and San Francisco.



Merchandise displayers arrange both window and interior displays in a department store. Some displays, such as freestanding floor exhibits and showcases, may require specially built shelves or props to create attractive arrangements.

Photo courtesy of J. C. Penney Company, Inc.

Display work, or visual merchandising, today consists of total merchandise presentation. Displayers must have a knowledge of the relationship between merchandise and fixtures, package design, and almost everything about the art and science of display, from wholesaling to customer sales.

Entry Methods

The best chances for entry and training are in large department stores. Applicants should go to personnel departments. They should be prepared to state their interest in display work and their qualifications for it.

Newspapers sometimes advertise job openings in display work. Information is also available from local state employment service offices. Schools and colleges have placement offices to help their students find jobs. Many high school counselors keep in touch with local employers who will hire high school students.

Advancement Opportunities

This work offers good prospects for advancement. Inexperienced workers who begin as general helpers may become window trimmers. If they have special skills, they can concentrate on show card writing or artwork.

In large stores qualified, experienced workers may become assistant display managers and then display managers. Some may advance further to become advertising managers, publicity directors, assistant general managers, and other executive personnel.

Another way to advance is to free-lance. This route to advancement is risky unless the individual has established an excellent reputation. To overcome this risk, many merchandise displayers who work at a steady job free-lance part time until they build up a clientele that will insure good earnings.

Related Occupations

The U.S. Department of Labor classifies merchandise displayers and commercial decorators (for trade shows and festivals) with a group of people (4th ed. D.O.T. 298.) in miscellaneous sales occupations. Other workers in this division include product demonstrators, fashion models, wedding consultants, gift wrappers, and drapery and upholstery estimators.

People interested in merchandise display might look into other art and design jobs such as those of commercial artists, interior designers, fashion designers, set designers, and floral designers (florists). Other retail trade careers such as those of buyers or fashion coordinators might be of interest.

For Further Research

NRMA Catalog. Lists books, films, and periodicals of interest to people in retailing and merchandising. Free.
Visual Merchandising. Written by leading authorities in display and store design, covers lighting, mannequins, other display topics. Illustrated, 219 pages. $20.95.
STORES. Monthly magazine for retail executives and other personnel. Annual subscription $10.00, single copy $1.50.

National Retail Merchants Association
100 West Thirty-first Street
New York, NY 10001

Your Future in Retailing. By George A. Scott. 1978. $5.97.

Richards Rosen Press
29 East Twenty-first Street
New York, NY 10010

Create Distinctive Displays. By Kenneth H. Mills and Judith Edison Paul. 1974. Textbook for course in merchandise display. Illustrated, 273 pages. $9.95.

Prentice-Hall, Inc.
Englewood Cliffs, NJ 07632

Job Descriptions in the Business World of Art and Design. 22 pages. $1.00.

National Art Education Association
1916 Association Drive
Reston, VA 22091

Department & Discount Store Occupations. Occupational Brief No. 375. $1.50.
Product Demonstrators. Occupational Brief No. 299. $1.50.
Buyers. Occupational Brief No. 95. $1.50.
Fashion Coordinators. Occupational Brief No. 496. $1.50.
Interior Designers. Occupational Brief No. 30. $1.50.

Chronicle Guidance Publications
P.O. Box 271
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Howard Stumpf, President, Point-of-Purchase Advertising Institute, Inc., 60 East Forty-second Street, New York, NY 10165.

Community Contacts: ______________________

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Home Economics Department
County Regional High School District

RIGHTS AND RESPONSIBILITIES

In 1962 President Kennedy recognized consumer problems as being of major importance in the nation, and he declared four basic consumer rights:

1. The right to be informed.
2. The right to safety.
3. The right to choose,
4. The right to be heard.

Many consumer education specialists add still a fifth right—the right to be protected.

What do these rights mean and what responsibilities do consumers have as they "enjoy" the rights?

THE RIGHT TO BE INFORMED: If family consumer decisions are informed and wise, the nation can prosper; if they are based on emotion, prejudice and ignorance, the family--and the nation—may stagnate and collapse.

The consumer has the right to be informed by education, business and government. Home economics has a role to play in informing through education by teaching the process of decision making, the use of all resources (not just money), plus other concepts identified as important to consumer competence. Business has a role to play by informing the consumer of the performance he can expect from goods and services purchased. The consumer has a right to be informed about consumer organizations and agencies that can provide further information and help.

RESPONSIBILITIES OF THE CONSUMER ARE TO:

—Keep informed of recent developments and information on goods and services.
--Read advertisements carefully.
--Seek additional information when purchasing and when information is inadequate.
--Check use and care instructions before buying; understand performance claims.

THE RIGHT TO SAFETY: The consumer should be protected against the sale of goods and services that endanger life or safety. This applies to everything from harmful paint for toys, to food additives, to safety features on automobiles, to lack of adequate directions for the use of dry cleaning fluids.

RESPONSIBILITIES OF THE CONSUMER ARE TO:

—Examine all products for safety features and seek adequate information.
—Study use and care instructions before buying and before using a product and follow these instructions.
—Inform retailer and manufacturer of poor performance (If satisfaction is not realized, inform Better Business Bureau or other suitable agency.)
—Study product safety ratings from reliable sources, such as CONSUMER REPORTS.

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THE RIGHT TO CHOOSE: There should be a choice of goods and services available at fair and competitive prices.

RESPONSIBILITIES OF THE CONSUMER ARE TO:

- —Exercise independence of judgment and action, refusing to be pressured by his own emotions, by salesmen, or by lure of excessive credit.
- —Be selective; do not buy from habit.
- —Buy products and services that are produced most efficiently.
- —Refuse to buy products which represent needless waste of limited natural and human resources.
- —Be honest in dealings with merchants and repairmen, not abusing the privilege of trying out merchandise, and treating merchandise with respect.
- —Do comparative shopping.
- —Understand why he is motivated to buy.
- —Recognize limitations of income and other resources.

THE RIGHT TO BE HEARD: There should be open communication between the consumer and business and government on matters of consumer interests.

RESPONSIBILITIES OF THE CONSUMER ARE TO:

- —Write letters of protest to irresponsible industries, merchants, and repairmen.
- —Know where to go for help.
- —Make suggestions for product improvement.
- —Inform merchants (sellers of goods and services) of consumer desires and expectations before purchase.
- —Write letters to congressmen regarding specific consumer problems.
- —Be informed of consumer needs and support legislation for consumer protection.

THE RIGHT TO BE PROTECTED: The consumer cannot be a doctor, a safety engineer, an economist, a technician all rolled into one. He must depend upon business, industry, and government to protect him through legislation, standards and ethics. He has a right to be assured of satisfactory qualities and service. He should have protection from fraud, deceit, dishonesty and misrepresentation.

RESPONSIBILITIES OF THE CONSUMER ARE TO:

- —Be informed of existing laws and standards.
- —Be informed of one's rights.
- —Be aware of consumer needs for more information and protection.
- —Accept responsibility as a voter.

Tips and Topics in Home Economics. Vol X, No.3, Feb. 1970

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9

CHECK THE SLOGANS THAT SEEM TO BE "COME-ONS" FOR A DISHONEST DEALER

_____ Buy now or lose your chance for a great bargain.

_____ You have been selected for a prize. All you have to do is come to the store and listen to a free demonstration.

_____ No down-payment. Small installments.

_____ Just sign here and give the names of a few friends and we'll reduce the payments.

_____ We're inspecting the furnace, can we come in?

_____ We just happened to be in the neighborhood and noticed that your roof needs fixing.

_____ Are you looking for something to do to earn money at home?

_____ This encyclopedia is a must for any child.

_____ I'm a college student, working my way through school. I need signatures of people I have visited. This will not cost anything. Just sign here.

_____ Lose inches in weeks!

_____ Forget your debts. Come to us!

_____ Newly developed land. For sale cheap!

_____ Frozen foods at wholesale prices! Great savings! Free freezer!

_____ Don't worry. We'll send you a copy of the guarantee.

_____ Guaranteed for life!

_____ Buy two, get one free!

_____ I'll make sure that everything we agree to is done. Why write it down?

_____ Fire sale! Everything must go. Slashed prices - quality goods!

_____ Send us only $1 and we will mail you your own personalized name stamp.

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Buy now or lose your chance for a great bargain.

1. It may be a real sale and a chance to purchase quality goods.
2. Are the goods returnable if you are not satisfied?
    a. Will the return be cash or store credit?
    b. Are sale goods non-returnable at that store?
    c. Is there a time period during which the returns must be made?
    d. Have you shopped and been satisfied at this store before?
3. Did you check to see if the goods are damaged or irregular?
4. Is it a come-on to get you into the store?
5. Was the item advertised in stock when you went to the store?
    a. Did the salesclerk offer you excuses about the item being sold out early in the day or week?
    b. Did you get a raincheck for the item?
    c. Did the store advertise a limited supply or did it imply an unlimited supply?
    d. Has the store had this type of advertising in the past? Is it their normal advertising approach?
6. Is it really a bargain?
7. Could you buy the item at the same price at a future date?
8. Is the item part of the regular stock, or was it brought in just for the purpose of attracting customers into the store in hopes of making other sales?

You have been selected for a prize. All you have to do is come to the store and listen to a free demonstration.

1. What is the prize?
2. Do you have to sign anything in order to get the prize?
3. It does not say that the prize is free. Could this be a technicality to get you to pay a slight fee for a service connected to the prize?
4. Is the prize an essential part of the thing being demonstrated?
5. How was your name selected?
    a. Is the demonstration at a local store that you frequent?
    b. Were you contacted by mail with a form letter?
    c. Who is sponsoring the demonstration? Is it local?
5. What is being demonstrated?
6. How long is the demonstration?
7. This could be an innocent sales promotion for a local store or a new business. It is a form of making an advertisement personal. But, it could be a way of getting customers into a store to buy a product that they would not otherwise purchase. It is a way of making the customer feel obligated to buy a product after the store has gone to the trouble of inviting him to the demonstration. It is high power salesmanship that can be difficult to resist!

No down-payment. Small installments.

1. Can you pay for the item at the point of purchase?
2. Are the installments small in principal and high in credit cost?
3. What is the total cost of the item with credit and without it?

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a. The cost of the item may be doubled by the time the small payments are made.
b. The total cost of the item and the credit cost should be stated in the sales contract, and figured out.
c. The no down-payment makes it easier for the customer not to resist purchasing an item that he could do without.

4. Does failure to meet one payment result in the loss of the item and the loss of all payments?
   a. A warning must be given before the item can be reclaimed.
   b. The warning must be given in enough time for the customer to make his payment. Penalty fees must be stated.
5. Was the installment contract signed in the presence of the dealer and the customer?
   a. The customer should be sure that the contract was completely filled out in his presence. He should sign only when all blanks have been properly filled out.
   b. The customer should receive a copy of the contract at the time it was signed. Do not have the copy sent in the mail. An unscrupulous dealer could change the figures and there would be little concrete proof for saying that he changed or tampered with the figures.
6. Is there a billing fee along with the credit cost?
7. Are the payment dates clearly stated?
8. Will you receive a bill before each payment is due?
   a. Is the billing date at a time when there will be sufficient monies on hand to pay the bill?
   b. Is the billing date an odd date, easily forgotten?
   c. Do you receive a receipt for each payment other than your cancelled check or money order?
   d. Are all of the payments for the same amount?
9. Can you realistically afford to make the payments over a long period of time even though they are samll?
   a. Is the item important enough to be included in your overall budget?
   b. Do you have other bills coming up in the future that may conflict with your payments?
   c. Does the purchase of this item make it necessary for you to watch and account for every penny you spend so that you will have enough left over for the bill?

Just sign here and give the names of a few friends and we'll reduce the payments.

1. What are you signing?
   a. Is the sheet blank?
   b. Does it hold you responsible for giving out the names and addresses of friends?
   c. Is it a contract for something that you do not want?
   d. Did you read what you are signing?
2. How much will your payments be reduced?
   a. Is it a written agreement to reduce payments?
   b. Is it a gimic to get other names for the salesman to contact?
   c. Will your name be used as one of the satisfied customers?

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3. If you refuse to give the names of your friends, will you still be offered a reduction?
    a. It may be a way of soliciting unavailable information that the salesman needs to make future contacts.
    b. Do you want your name connected with a product that you are not thoroughly familiar with at the time?
    c. Will your friends be offered the same reduction if they furnish the names of a few of their friends?
4. Will these names be sold as a mailing list for a company?
5. Will the same salesman be sent to all of the people you name?

We're inspecting the furnace, can we come in?

1. Did you call to have the furnace inspected?
    a. It may be a gimmick to convince you that your furnace needs unnecessary repairs or replacement?
    b. Are you familiar with the people?
    c. Do they have the proper credentials?
    d. Don't let the people in unless you have requested that they come. They could be there to study the house for another reason or they could be robbers.
2. Stay with them while they check the furnace if you let them in. They could damage the furnace and tell you that it was malfunctioning.
3. You can always call the company while they wait outside. This could be a check to insure that the people are not hucksters.

We just happened to be in the neighborhood and noticed that your roof needs fixing.

1. What company are they from?
    a. Do they have credentials?
    b. Can you call the company to check?
2. Do you know whether or not the roof needs repair?
3. Did they explain the source of the trouble?
4. Did they give you an estimate for the repair work?
5. What were they doing in the neighborhood?
6. How could they tell that the roof needs repair?
    a. Did they climb up on the roof?
    b. Is it a come-on?
7. Did they force you to sign a sales contract?
    a. Tell them to come back to do the work. You can always cancel the contract in 72 hours if you find that you are being frauded.
    b. Check with others in the neighborhood to see if they received the same sales pitch.
    c. Check with the Better Business Bureau about the rating of the company. They may already have complaints about the same people, and it could lead to their conviction for fraud.

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Are you looking for something to do to earn money at home?

1. Do you have to buy equipment or spend any money to enter into this money-making scheme?
    a. This is sometimes a come-on to get merchandise sold.
    b. Do you have to report your sales to the company and give them a share of the profit?
    c. Do you pay for the equipment in one lump sum or do you have to enter into a credit agreement?
2. Can you possibly make a profit and earn money at home?
3. Is there a market for this service or product?
4. Will you be paid wages?
5. Will you become disinterested before you have a chance to earn any money?
6. If you need equipment, will it be loaned or leased to you at a fair price?
7. Do you need to learn new skills or take courses to make this money at home?
8. Will it be so time consuming that it will not be worth the bother?

This encyclopedia is a necessity for any child.

1. Does your child need to use the encyclopedia enough to warrent purchasing it?
    a. Many children can use the encyclopedias in their school.
    b. Many sets of encyclopedias have become decorative rather than useful items. They are very expensive decorative pieces at that!
2. If your child is young and you want to purchase an encyclopedia, wait until he is older and the edition of the encyclopedia is up-to-date when he is ready to use it.
3. An encyclopedia is a reference for a child and will not really help him if he is failing in school.
    ex. Some salesmen say that the school has sent them, and use this to get in the door to make a sale.
4. Are you offered a trial period during which you can inspect the entire set of books and return them if you are not satisfied?
5. Is the company reputable?
    a. Have you heard of the company before?
    b. Have you any friends who have bought the encyclopedia?
6. Will you have to purchase it on credit?
    a. What are the payments?
    b. When are they due?
    c. What is the total cost of credit?
    d. Did you read the sales agreement?
    e. Did you receive a copy of the sales agreement when you signed it?

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I'm a college student working my way through school. I need signatures of people I have visited. This will not cost anything. Just sign here.

1. What are you signing?
2. Your name may be put on a mailing list and you may be sent other materials. You have no obligation to sign anything and can refuse.
3. A college student working his way through school is a line used to evoke the sympathies of the consumer in many cases. It is easy to feel that you are helping a student when there is not a cost attached. The cost may be that you become the target for a lot of junk mail, phone calls and sales people!

Lose inches in weeks!

1. How is it done?
2. Where are the inches lost?
3. How much does it cost?
4. It does not state that you will lose weight.
   a. It may be a muscle toner.
   b. It may be a body binder.
5. Can it endanger your health? Is it a medically approved procedure?
6. Will you gain back the inches in another few weeks?
7. Does it have a money back guarantee?
8. Can you achieve the same effect through normal exercise?

Forget your debts. Come to us!

1. Will your debts be consolidated for you at an exorbitant rate?
2. Will you be charged a higher credit rate than you can possibly afford, causing you to go deeper into debt?

Newly developed land. For sale cheap!

1. What does developed mean?
2. Can you see the land before buying?
   a. Does it have access to roads?
   b. Must you build your own roads and sewage disposal?
   c. What are the taxes?
   d. What are the zoning laws if you are intending to build on the land?
   e. What is the condition of the land?
      1.) Is it marsh, sand, rocky, mountainous?
      2.) Must it be cleared or prepared at great length before any construction can be attempted?
3. Do you want this as an investment for the future?
   a. Can you afford the investment?
   b. Will it be a true investment worth the total cost?
4. Why is it for sale cheap?
   a. The seller needs money right away.
   b. It is a fraud and the land is not very profitable.
   c. It is a foreclosure on the property.
   d. The government has plans for a park or a highway on or near the land which would cause the land to devalue.
5. How near is the land to shopping areas for food and other necessities?

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6. Are water and electricity readily available or must they be brought in or set up at a high cost?
7. Is the dealer reputable?
8. Are there any liens against the property?
9. Has the title to the land been searched to insure that the seller is the real owner of the property?
10. Is the payment due at one time, or is it spread out over time?

Frozen foods at wholesale prices! Great savings! Free freezer!

1. How often must the food be purchased?
    a. Do you have a choice of the foods you wish to select?
    b. Are foods sent unrequested as monthly specials?
    c. Can additional food be ordered, between the ordering dates specified in the contract?
2. What is the procedure to follow if spoiled food has been delivered?
    a. Is it credited?
    b. Is it replaced with the same items immediately?
3. How are the types of foods selected?
    a. How much meat can be ordered?
        1.) Is it broken down into the amounts of each type of meat?
        2.) Is it the same amount and grade of meat each month?
    b. How much and what types of produce are offered?
        1.) Are fruits and vegetables only offered when the particular product is in season?
        2.) What grade of produce is offered?
4. Are brand name items offered?
    a. Are the packages labeled?
    b. Are all ingredients listed?
    c. Has the meat been stamped with a purple inspection mark?

Don't worry. We'll send you a copy of the guarantee.

1. You should always read and understand the terms of a guarantee before signing a sales agreement or purchasing goods.
2. You should always get a copy of the guarantee at the point of purchase o with the delivery of the goods.

Guaranteed for life.

1. For whose life?
    a. Your life?
    b. The life of the product?
    c. The life of the company?
    d. The life of a particular part?
2. What is guaranteed?
    a. Parts
    b. Parts and labor
    c. Parts damaged under certain conditions
3. Do you deal with the store from which you got the goods or directly with the company?

Buy two, get one free!

1. What it really says is, buy two, and get the third one free. It does not mean that one of the two purchased originally is free.
2. Do you need more than one, or are you buying two just to get the third one free?
   a. If you need two or more, you may be getting a bargain.
   b. If you only need one, and have no one to give the others to or you cannot use the extras, you are not really getting a bargain.
3. This may be a good sale or it may be a gimmick to sell a quantity of goods.
   a. A store can afford to have a sale of this nature when the volume is great enough to allow them a discount in purchasing the goods. You can benefit.
   b. A store may do this to get rid of stock before they are stuck with it and take a loss.
      1.) The stock may be old.
      2.) The stock may be irregular or damaged.
      3.) The stock may be of the "short lived and dying quickly" variety.

I'll make sure that everything we agree to is done. Why write it down?

1. Always have the terms of an agreement in writing. This is an assurance that the terms described are the terms which will be followed.
2. Never sign an agreement unless all of the terms are written and specified in full. Leaving blank spaces only makes it possible for the terms of the contract to be changed at a later date. You invite trouble when you overlook a detail such as this.
3. If a salesman is trying to make a sale so rapidly and without written agreements, doubt his sincerity. Could it be that if you saw the full terms of the contract, you would not buy from him?
4. You may never see the salesman again. The deal may be handled by someone else at a later date. You are then left without written proof of the details of the agreement.
5. Remember - a written contract protects you from a fraud, misrepresentation, or dishonest dealer. It is one way to insure safety in the marketplace, even though contracts are not foolproof as protectors.

Fire sale. Everything must go. Slashed prices - quality goods.

1. Were the goods damaged by the fire? Even though they were not burnt, they may have been ruined by smoke, soot or water.
2. It may be true that everything must go (which is the motto of any business) but, all of the goods may not be on sale at that time.
   a. All goods may be on sale.
   b. Some of the old goods may not be on sale.
   c. New goods may have been shipped in and are being sold at the regular prices.
3. Can you return any of the goods bought on sale?
   a. Is it a final sale?
   b. Can the goods be returned in a certain amount of time?
   c. Are cash returns given?
   d. Are you given store credit for returns?
   e. Can you only make an exchange for a returned item?

4. Do you really need the item or are you just attracted by the sale sign?
    a. You may find some real bargains that you can use.
    b. You may buy items that you can use in the future.
    c. You may buy items that you will never use, thus would not really be getting a bargain.

Send us $1 and we will mail you your personalized name stamp.

1. Is the stamp worth a dollar.
    a. It seems cheap and reasonable, but would the stamp be cheaper if you bought it in a store. The low price of $1 may be deceiving.
2. What is your assurance that the mail order business you are dealing with is reputable?
    a. Have you dealt with them before?
    b. Do you know others who have dealt with them satisfactorily?
3. Can you use the stamp without having to buy a few other essentials that they will tell you about in another letter?
4. Is this small item practical for your use?
5. How long will it take to receive it in the mail?
6. Are there any additional charges? Mailing costs?
7. Can you pay for the item C.O.D.?
8. $1 seems so small, but fradulent dealers can collect thousands of dollars without ever mailing the goods.

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"How I Deal With Warranties and Guarantees"

Yes	No	Some Times	
___	___	___	Do you read labels, tags and warranty agreements before buying products and services?
___	___	___	Do you ask questions when you do not understand terms in warranty agreements?
___	___	___	Do you ever refuse to buy because guarantee terms are unclear, inadequate or omitted?
___	___	___	Do you make a point of determing your responsibility under the warranty?
___	___	___	Do you follow use and care directions carefully to assure full satisfaction from warranty promises?
___	___	___	Do you find out exactly who is responsible for making good under warranty promises?
___	___	___	Do you keep your copies of labels, tags, and warranty agreements where you can find them when needed?
___	___	___	Do you make claims under the warranty if you feel they are justified?
___	___	___	Do you establish where and how to file a claim for servicing or replacements under the warranty?
___	___	___	Do you know where to seek help if a seller or manufacturer fails to honor a guarantee?
___	___	___	Do you ever write to sellers or manufacturers to complain, compliment, inquire or offer suggestions related to products and/or warranties?
___	___	___	Do you find out how long a guarantee lasts?
___	___	___	Do you find out what a guarantee will and will not do for you? Does it promise replacement or repair? Is labor for repair free or must you pay? Is the entire product guaranteed or only certain parts?
___	___	___	Do you evaluate guarantees in terms of the reliability of the retailer or seller as well as in terms of the guarantee itself?
___	___	___	Do you avoid making unjustified warranty claims, such as demanding a refund on clothing that faded because you failed to follow washing instructions?
___	___	___	Do you look for the best possible warranty covering the product's operation and parts if it's an item that could require costly servicing or repairs?
___	___	___	Do you return products that fail to live up to claims of the seller?
___	___	___	Do you recognize obviously false claims regarding product performance and guarantees?

Agree	Disagree	Undecided	"How I Feel About Warranties"
			"Satisfaction Guaranteed" is the best type of warranty you can get.
____	____	____	It is not important to read warranty terms when you deal with reliable stores.
____	____	____	Guarantees are written to protect sellers rather than cust
____	____	____	You cannot count on a guarantee no matter what it promises
____	____	____	Companies should be required by law to give unconditional one-year guarantees on all products selling for $25 or mor
____	____	____	Guarantees are not important for inexpensive products.
____	____	____	Consumers should be able to obtain servicing under the warranty just by asking for it.
____	____	____	Adequate warranty coverage is more important than bargain prices for some products.
____	____	____	A law suit is the fastest, cheapest way to deal with a seller or manufacturer who fails to honor a product guara

Agree	Disagree	Undecided	"Facts I Know About Warranties and Guarantees"
____	____	____	Manufacturers and sellers are required by law to give warranties for all products they sell.
____	____	____	Products carry a warranty of quality by the mere fact that they are put on the market.
____	____	____	Guarantees should clearly state what is promised, by who for how long and what the buyer must do to obtain warran benefits.
____	____	____	A lifetime guarantee is meaningless unless the term "lifetime" is carefully defined.
____	____	____	The labor involved in replacing parts and repairing products is not normally free unless so stated in the guarantee.
____	____	____	Under certain conditions some warranties may be voided by action of the customer, such as moving a product from location where it was originally installed or by selling
____	____	____	The best warranty can be of little value if you fail to deal with a reliable seller or manufacturer.
____	____	____	A "pro-rata guarantee" usually provides for replacement or repair of faulty products, but the customer must pay use of the item for the period prior to the failure.

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WORKSHEET

Social Security: Is The System Secure?

HOW MUCH DO PEOPLE PAY?

From 1937 through 1949, the maximum social security tax was $30 a year. By 1970 the maximum had climbed to $374.30. Now it is over $2,000—and climbing fast.

	TAXABLE EARNINGS CEILING	TAX RATE	MAXIMUM ANNUAL PAYMENT
1982	$32,400	6.7%	$2,170.80

** Determine how much social security tax you would pay if you held the following jobs.

1. You're working at a quick-food place for $4 an hour. You work 20 hours a week.

Salary (week)	Soc. Sec. tax (week)	Salary (year)	Soc. Sec. tax (year)

2. You're a first-year teacher. You earn $12,000 a year.

Salary (week)	Soc. Sec. tax (week)	Salary (year)	Soc. Sec. tax (year)

3. You're a plumber, with a salary of $33,000 a year

Salary (week)	Soc. Sec. tax (week)	Salary (year)	Soc. Sec. tax (year)

4. You're the head of a large publishing company. You have a salary of $180,000 a year.

Salary (week)	Soc. Sec. tax (week)	Salary (year)	Soc. Sec. tax (year)

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**Determine your Social Security Benefits.(Get the latest edition of the government bulletin Your Social Security.. Assume that you have been employed for 11 years and use the bulletin to answer the following questions.)

1.What is the earliest age that you can retire and get some retirement benefits?

____

2. When can you get full retirement benefits?

____

3. Under the present law, how much would your retirement benefits be per month if your average yearly income were $10,000.?

____

4. When might you be eligible for disability benefits if you are seriously injured?

____

5. When would you be eligible for Medicare?

____

Personal or Family Budget

Planning Worksheet

Male's Occupation________________
Gross Yearly Salary________________
Gross Monthly Salary________________
Income Tax________________
Social Security________________
Misc. Deductions________________
Net Monthly Salary________________

Female's Occupation________________
Gross Yearly Salary________________
Gross Monthly Salary________________
Income Tax________________
Social Security________________
Misc. Deductions________________
Net Monthly Salary________________

Total of Net Monthly Salaries ________________

Monthly Expenses

Housing
Rent________________
Fuel________________
Utilities________________
Telephone________________
Total:________________

Groceries & Household
Food________________
Laundry________________
Appliance Repair________________
Total: ________________

Insurance
Personal________________
Hospitalization________________
Home&Furniture________________
Total:________________

Car
Upkeep,Insurance________________
Gasoline________________
Payments________________
Other transport. fees______
____
Total:________________

Clothing
New Purchases________________
Clothing Care________________
Total:________________

Miscellaneous
Contributions________________
Allowances________________
Home Furnishings________________
Other Payments________________
Schooling Lessons________________
Dues________________
Recreation________________
Books, Magazines________________
Eating Out________________
Cigarettes________________
Gifts, Wedding etc.________________
Hairdresser/Barber________________
Other________________
Total:________________

Savings
Cash________________
Christmas________________
Vacation________________
Medical-Dental________________
Total:________________

TOTAL EXPENSES:

____

(equal to total of salaries)

NEW ACCOUNT REPORT

ACCOUNT NO.

DATE ACCOUNT OPENED / /

INITIAL DEPOSIT $ ☐ CASH ☐ CHECK

ACCOUNT TITLE

RESIDENCE

CITY OR TOWN

APT. NO.

ZIP CODE

TELEPHONE

DRAFT STATUS

DATE OF BIRTH / /

EMPLOYED BY

BUSINESS ADDRESS

CITY OR TOWN

SOCIAL SECURITY NO.

BUSINESS TELEPHONE

POSITION

YEARS THERE

BANKERS TRUST ACCOUNTS

☐ REG. CKG.
☐ SPEC. CKG.
☐ SAVINGS
☐ XMAS CLUB
☐ L/C
☐ A/C/P
☐ E/C/P
☐ S/D
☐ MORTGAGE
☐ OTHER

ACCOUNTS AT OTHER BANKS

	ACCOUNT NO.
☐ REG. CKG.	
☐ SPEC. CKG.	
☐ INST. LOAN	
☐ SAVINGS	

SIGNATURE MAY BE VERIFIED BY: ☐ BANK ☐ EMPLOYER

BRANCH NO.

ACCOUNT ACCEPTED BY

ACCOUNT ASSIGNED TO

IDENTIFICATION:

TYPE TITLE OF ACCOUNT

MR.
MRS
MISS
AND/OR
MR.
MRS.
MISS OR EITHER OR THE SURVIVOR OF THEM.
(NOT APPLICABLE TO INDIVIDUAL ACCOUNT)

ACCOUNT NUMBER

THIS ACCOUNT IS TO STAND IN THE NAME OF

SIGNATURE

AND/OR

SIGNATURE

I, We, the depositor(s) whose name(s) and signature(s) are set forth above, submit the information set forth on the back hereof and AGREE that this account shall be governed by usual banking practices relating to checking accounts and subject to Bankers Trust Company's Regulations Governing Special Checking Accounts as in effect from time to time. Receipt of a copy of the current regulations is hereby acknowledged.

If this is a Joint Account:

We also AGREE that this account shall stand in our names as set forth above and shall be governed by the contract set forth below.

The Initial Deposit in This Account, and All Subsequent Deposits in Whatever Form Made, Shall Be Deemed to Have Been Made in Our Names and in Form to Be Paid to Either of Us or The Survivor of Us.

This account is subject to the provisions, present and future, of the inheritance or transfer tax laws of the United States and the State of New York.

Unless Bankers Trust Company shall be specifically directed in writing to the contrary, deposits of property of either or both of us in Bankers Trust Company may be made and credited in our joint names, notwithstanding that either or both of us may have other or separate accounts with Bankers Trust Company. Each of us hereby authorizes the other and any third person whomsoever to make deposits of property of either or both of us with Bankers Trust Company in our joint names, and to endorse property of either or both of us for such deposit; this authority shall remain in force until specifically revoked in writing delivered to Bankers Trust Company. In the event of the death of either of us, the survivor will immediately notify said Bankers Trust Company thereof. Said Bankers Trust Company is hereby directed to mail any and all correspondence, and monthly statements of said account, together with cancelled vouchers, to either one of us.

This contract is made in the State of New York with the Bankers Trust Company on its acceptance below indicated, and shall be governed by the laws of the State of New York.

SAMPLE

Special Checking Account

Bankers Trust Company, New York

F 1032C
A

OFFICE

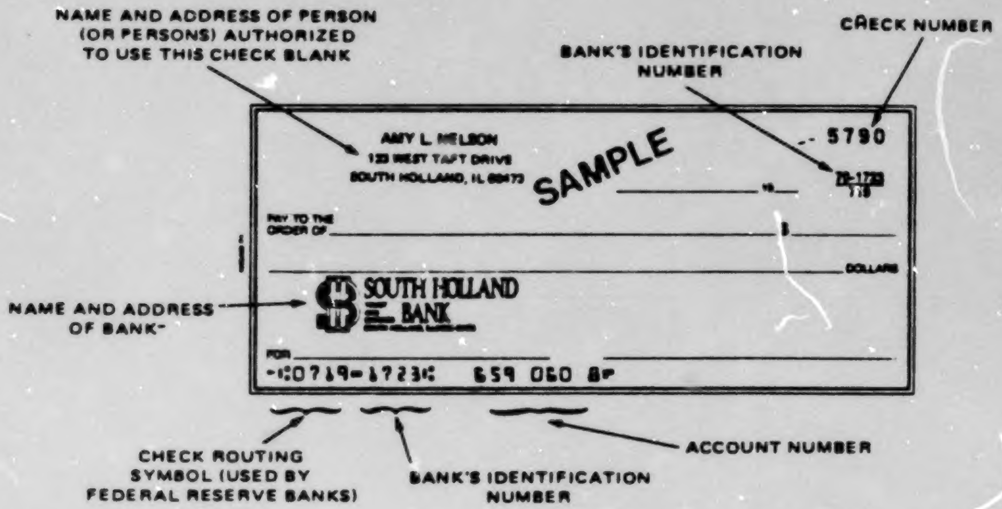
DATE

Approved—Bankers Trust Company

Writing Checks

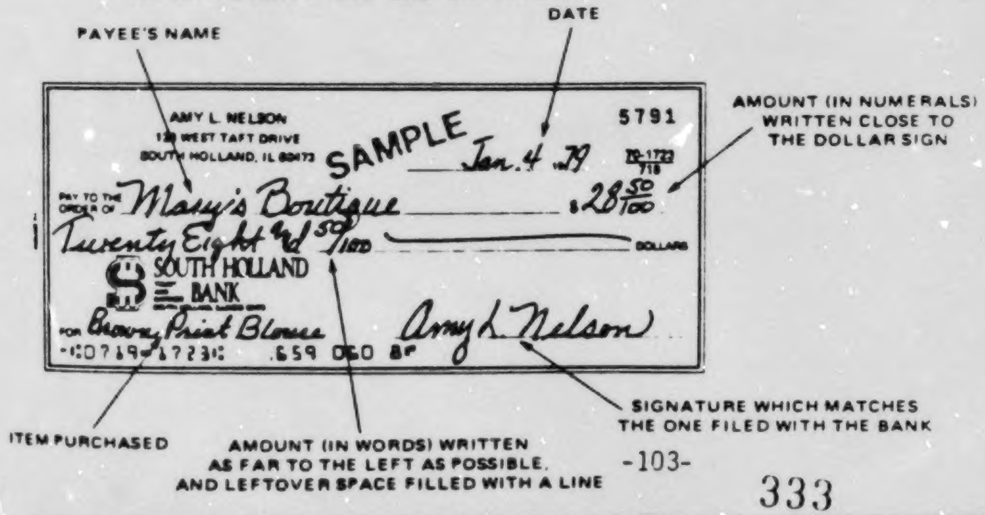
When you write a check you are telling the bank to take a certain amount of money out of your account and pay it to whomever you name.

Information on a check blank:


NAME AND ADDRESS OF PERSON (OR PERSONS) AUTHORIZED TO USE THIS CHECK BLANK
CHECK NUMBER
BANK'S IDENTIFICATION NUMBER
AMY L. NELSON
123 WEST TAFT DRIVE
SOUTH HOLLAND, IL 60473
SAMPLE
5790
70-1723
719
PAY TO THE ORDER OF
$
DOLLARS
SOUTH HOLLAND BANK
NAME AND ADDRESS OF BANK
FOR
⑆0719⑉1723⑆ 659 060 8⑈
CHECK ROUTING SYMBOL (USED BY FEDERAL RESERVE BANKS)
BANK'S IDENTIFICATION NUMBER
ACCOUNT NUMBER

Rules for writing a check:

1. Always use ink.
2. Date the check the day it is written.
3. Write the proper name of the payee after the words "Pay to the order of".
4. Record the amount of money to be paid clearly in the space after the dollar sign (Never leave a space between the dollar sign and the numerals).
5. On the next line write out the amount of dollars in words, and followed by the number of cents written as a fraction of 100.
6. "For" or "Memo" allows you to note the purpose of the check right on it.
7. Sign the check once it is completed, with your signature which matches the one on file.

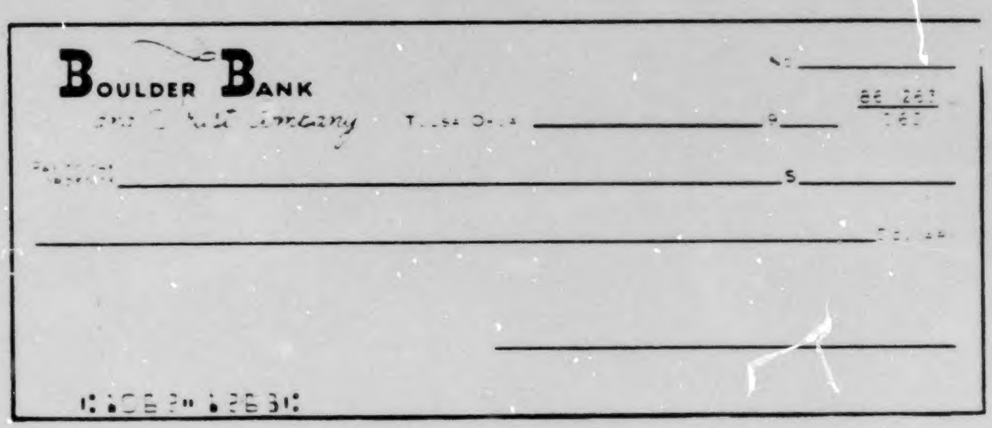

PAYEE'S NAME
DATE
AMY L. NELSON
123 WEST TAFT DRIVE
SOUTH HOLLAND, IL 60473
SAMPLE
5791
Jan. 4 79
70-1723
719
AMOUNT (IN NUMERALS) WRITTEN CLOSE TO THE DOLLAR SIGN
PAY TO THE ORDER OF Mary's Boutique
$28 50/100
Twenty Eight and 50/100
DOLLARS
SOUTH HOLLAND BANK
FOR Brown Print Blouse
Amy L. Nelson
⑆0719⑉1723⑆ 659 060 8⑈
ITEM PURCHASED
AMOUNT (IN WORDS) WRITTEN AS FAR TO THE LEFT AS POSSIBLE, AND LEFTOVER SPACE FILLED WITH A LINE
SIGNATURE WHICH MATCHES THE ONE FILED WITH THE BANK

WRITING CHECKS/MAKING DEPOSITS WORKSHEET

1. Write a check using the information below.

Date: March 28, 1983
Pay to: Robin Egg Nursery School
Amount: $45.00
For: Tommy's April Tuition

Sign your name



BOULDER BANK

$

2. Write checks and make out deposit slips for your account, Mary Doe, using the situations below. Be sure to include all necessary information. Start with a checkbook balance of $286.83. Your first check will be number 15.

Jan. 1, 1983	Write a check to Neighborhood Food Market for $15.60 for groceries.
Jan. 6, 1983	Pay Smith Co., Inc. for shoe repair, $14.65.
Jan. 6, 1983	Make deposit of silver, $1.75; currency, $6.00; and one check made on Second State Bank for $28.50.
Jan. 18, 1983	Pay Fashion Shop $38.75 for dress.
Jan. 20, 1983	Make deposit of currency $6.00; silver $8.75; and check on Banking Trust Co. for $85.00
Jan. 27, 1983	Pay school club dues $35.00.
Jan. 30, 1983	Pay Jane's Fabric Co. for sewing materials, $25.00.
Jan. 30, 1983	Make deposit of $26.00 currency, and $.65 silver.

RECORD ALL CHARGES OR CREDITS THAT AFFECT YOUR ACCOUNT

NUMBER	DATE	DESCRIPTION OF TRANSACTION	PAYMENT/DEBIT (−)	√ T	FEE (IF ANY) (−)	DEPOSIT/CREDIT (+)	BALANCE
							$
			$		$	$	

BOULDER BANK
and Trust Company

No. ______

86-263
1062

Tulsa, Okla. ____________________ 19____

Pay to the order of ________________________________ $ ________

____ Dollars

____

⑆1062⑈1263⑆

BOULDER BANK
and Trust Company

No. ______

86-263
1062

Tulsa, Okla. ____________________ 19____

Pay to the order of ________________________________ $ ________

____ Dollars

____

⑆1062⑈1263⑆

DEPOSIT TICKET

____

____

Date __________ 19 ____
Deposited With

BOULDER BANK & TRUST COMPANY
Tulsa, Oklahoma 74100

"018866"

CASH			
CHECKS			
List			
Singly Be Sure Each Item is Endorsed			
TOTAL			
Less Cash Received			
NET DEPOSIT			

Checks and Other Items Are Received
Subject To The Regulations of This Bank

BOULDER BANK
and Trust Company

No. ________

TULSA, OKLA. ________________ 19____ 86-1263/1062

PAY TO THE ORDER OF ________________________________ $________

____ DOLLARS

____

⑆1062⑉1263⑆

DEPOSIT TICKET

____

____

Date __________ 19 ____
Deposited With

BOULDER BANK & TRUST COMPANY
Tulsa, Oklahoma 74100

"018866"

CASH			
CHECKS			
List			
Singly Be Sure Each Item is Endorsed			
TOTAL			
Less Cash Received			
NET DEPOSIT			

Checks and Other Items Are Received
Subject To The Regulations of This Bank

BOULDER BANK
and Trust Company

No. ______

Tulsa, Okla. ______________ 19____ 86-263/1062

Pay to the Order of ______________________________________ $ ________

____ Dollars

____

:1062": 1263:

BOULDER BANK
and Trust Company

No. ______

Tulsa, Okla. ______________ 19____ 86-263/1062

Pay to the Order of ______________________________________ $ ________

____ Dollars

____

:1062": 1263:

DEPOSIT TICKET

____

____

Date ____________ 19 ____
Deposited With

BOULDER BANK & TRUST COMPANY
Tulsa, Oklahoma 74103

"013866

CASH		
CHECKS		
List		
Singly		
Be Sure		
Each		
Item is		
Endorsed		
TOTAL		
Less Cash Received		
NET DEPOSIT		

Checks and Other Items Are Received
Subject To The Regulations of This Bank

RECONCILE A BANK STATEMENT

Below is a sample bank statement covering the transactions made. Reconcile your bank balance with the bank statement on the form at the bottom of the page.

BANK STATEMENT In Account With

Mary Doe
18 High Street
Tulsa, Oklahome 74105

BOULDER BANK & TRUST COMPANY
Tulsa, Oklahoma 74105

CHECKS		DEPOSITS	DATE	BALANCE
BALANCE BROUGHT FORWARD			1-1-83	$286.83
#15	$15.60-		1-2	271.23
		$36.25+	1-6	307.48
#16	14.65-		1-15	292.83
#17	38.75-	99.75+	1-20	353.83
#18	35.00-		1-28	318.83
		6.65+	1-30	325.48
	2.50SC			322.98

PLEASE EXAMINE AT ONCE. IF NO ERROR IS REPORTED IN TEN DAYS, THE ACCOUNT WILL BE CONSIDERED CORRECT.

KEY

EC ERROR CORRECTED
OD OVERDRAFT
SC SERVICE CHARGE

CHECKBOOK BALANCE BANK STATEMENT BALANCE

THE CREDIT AGREEMENT

When your credit application has been accepted and you decide to use your credit, you'll be asked to sign a credit agreement or contract.

A credit agreement is a promise between two parties - you and the store. The credit agreement should tell exactly what you both promise to do. Once you sign your name to it, the agreement becomes legally binding. This means that you are responsible by law for what you have signed.

If you do not understand the contract, ask someone from the credit department to explain it more clearly. If you still do not understand and are not satisfied, ask to talk with the person in charge of the credit department.

The credit agreement tells what you promise to do:

to pay for all things you buy plus finance charges.
to pay in regular monthly amounts within a certain period of time.
to allow the store to check your credit reference.

It also tells you that ....

the store owns items until you finish paying for them.
you are responsible for damage to things you buy before they are paid for.
the things you buy on credit can't be pawned or sold before they are paid for.
the store can take back or repossess items you buy on credit if you do not keep up your regular monthly payments.

It may state that ....

extra finance charges will be added to your bill if you pay late or miss a payment.
You have to pay for the remaining balance of an account on which the merchandise has been repossesed or taken back. This depends on state laws.

BEFORE YOU SIGN A RETAIL CREDIT CONTRACT OR AGREEMENT

Read the contract carefully. Be sure you understand what you are agreeing to do. If you do not understand any portion of the contract, ask to have it explained. Before you sign the contract, you should know....

what you are promising to do so that you can keep your promises.
what will happen if you cannot keep your part of the agreement.
who you will owe. If the contract is to be sold to a third party or a loan company, find out what rights you have if you are not satisfied with your purchase.

Also, be sure that....

all blank spaces in the contract, disclosure statement and sales slip are filled in correctly.
all charges are listed - either on the contract itself, the disclosure statement or sales slip. This will include the price of your purchase less the down payment if you made one, the cost of delivery or installation if any and the finance charges in dollars and cents and in annual percentage rate.

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all copies of the contract, disclosure statement and sales slip show the same figures and terms.
you get a copy of the contract, disclosure statement and sales slip for your own records.

REMINDER.....

The store still owns all the things you buy on credit until you finish paying for them. If you do not pay according to the contract, the store has the legal right to take back what you bought. The store can also demand that you pay off your entire bill at once if you miss monthly payments.

CHECK IT OUT!

Does your credit agreement-contract, sales slip or monthly bill tell you....

the exact price and description of what you are buying?
the date your payment is due each month?
what will happen if a payment is late or if you miss a payment?
the amount of the finance charge in dollars and cents and in annual percentage rate?
the amount you must pay each month?
the name and address of the store or seller?

Does your installment contract, sales slip, monthly bill or disclosure statement tell you the following in addition to the above....

the amount of the trade-in allowance, if any?
the amount of your down payment in dollars and cents, if any?
the exact amount of each monthly payment? Payments should be the same each month on an installment contract. Sometimes, the final payment may be smaller. But do not sign a contract if the final payment is much larger than the other regular monthly payments.
the amount of all extra charges added to the selling price for delivery, installation, credit, alterations or other items?
who owns your contract - that is, whether you will owe the store or someone else?

DON'T SIGN A CREDIT AGREEMENT OR CONTRACT UNTIL YOU ARE SURE OF WHAT YOU ARE SIGNING!

When you charge things or buy on time, most stores send you a monthly bill or statement. The statement should tell you....

the price and description of anything you bought.
the amount credited to your account for anything you may have returned.
the balance or amount owed on your last statement and the new balance.
the amount to be paid this month and the amount of your last payment.
the "due date" or day by which payment must be made.
the finance charge in dollars and cents and in the annual percentage rate.
the balance on which finance charges are figured.

MONTHLY STATEMENTS

If you mail your payment to the store....

write your credit account number on the money order or check so your payment will not be mixed up with someone who has the same name as you. Never send cash in the mail!

write the number of the money order or check and the date you mailed it on the part of the statement you keep for your own records.

If you pay in person....

be sure to bring your bill or statement with you and get a receipt for your payment.

check your payment receipt before leaving the cashier's window to be sure the amount you paid has been recorded correctly on your receipt.

It's a good practice to check sales slips against monthly statements. If you find a mistake or have a question, call the credit department at the store immediately. Have the matter corrected while the store still has your records in its files.

You may need to go to the store personally or send a leter of explanation with copies of sales slips, statements, receipts, credit slips and other important information. You can usually make copies of sales slips, etc. at your public library for a small charge. Never send the originals in the mail. They might get lost.

REMINDER.....

Keep all of your sales slips, receipts and bills in a special place or a file box so you can find them immediately if you need them.

AMOUNT DUE: This is the amount due on your account.

AMOUNT PAID: Please enter the amount you are sending and enclose this part of your statement.

Check each item below with your own statement...

Date—This is the date on which each transaction was posted to your account.
Reference Number—Describes the transaction to our Credit Sales Dept. personnel in the event you have a question regarding it.
Type of Transaction—Catalog Sale, Retail Sale, Return, Payment, etc. When you have made a down payment on a purchase, the words "Total Down Payment" and the amount of the down payment will be shown in this column.
Merchandise Cash Price—Cash price of the merchandise including tax and shipping charge.
Amount Financed—Price of the goods less any down payment.
Added for Finance Charge—The amount of finance charge added for each purchase.

Annual Percentage Rate—The Annual Percentage Rate for the purchase listed on your statement, if more than one purchase is listed, the Annual Percentage Rate for each such purchase is shown. For any purchase on which the Finance Charge is less than $5.00, Annual Percentage Rate column is blank.

Charges or Credits—These are the amounts being added to or subtracted from your account, the explanation and calculation of which is covered in items 1 through 7.

Deferred Payment Price—This is the total credit price, including tax, shipping charge and finance charge before subtracting the down payment.

Billing Date—The constant monthly closing date on your account. Your statement, mailed a few days later, covers all transactions processed through this date.

Previous Balance—This was the balance remaining at the beginning of the current billing period.

New Balance (Total of Payments)—Balance remaining at the end of the current billing period.

Due Date—The date on which the payment is due.

Monthly Payment—(a) No.-This is the number of payments to be paid on your account.
(b) Amount-This is the amount of your monthly payment.

Final Payment—This is the amount of your final payment.

WHY CREDIT COSTS MONEY

It costs you more to buy something on credit because it costs the store more to give you credit privileges. The finance charges which you pay to use credit help the store pay for the cost of letting you use credit. Some of these extra costs to the store are:

Employees to do the work connected with granting credit. The store needs those extra people to interview customers who want credit, to approve new accounts, to make up and send out monthly bills, to keep records and to answer questions.

Space and Equipment needed to set up a credit department. The store must add space and equip it with typewriters, file cabinets, etc. which are used to do its credit business. Other machines, sometimes including computers, must be bought or leased for use in the credit department.

Borrowed Money which the store needs to run its business while waiting for customers to pay for credit purchases.

Bad Debts which are difficult or impossible to collect. When customers do not pay on time or fail to pay at all, the store must spend extra money to collect bills and to cover unpaid bills.

By adding a finance charge to credit accounts, the store is trying to treat all custom fairly. Those who pay cash pay only the price of the goods or services they buy. Those who use credit are asked to help pay the store's costs of letting them use credit, Most stores feel this choice should be left open to their customers. Without a fair finance charge, the price of all goods and services would have to go up to cover the store's costs for granting credit privileges.

Credit Application

(Please Print)

Full Name

Social Security Number

Birth Date

Home Address

Home Phone

☐ Own or ☐ Rent

How Long There

Marital Status

Spouse's First Name

Number of Children

Previous Address

How Long

Your Employer or Name of Business if Self Employed

Position

How Long There

Yearly Salary

Business Address

Business Phone

Name & Address of Previous Employer

How Long There

Other Income

Source of Other Income

Name & Address of Spouse's Employer

Spouse's Salary

How Long There

List Below All Present Debts Including the Name and Address of the Creditor or Company Owed	Unpaid Balance	Monthly Payment
Mortgage or Rent		
Auto Loan or Other Creditor		
Other Creditor		
Other Creditor Other Real Estate Owned		

My Total Indebtedness at this time is $ __________

Are You An Endorser or Guarantor for Others? ☐ Yes ☐ No

Have You Ever Gone Through Bankruptcy? ☐ Yes ☐ No

List Below all of Your Bank Accounts Name of Bank and Office	TYPE	ACCOUNT NO

I/We authorize you to obtain such information as you may require concerning the statements made in the application and declare that all replies to the above questions are true and accurate in every respect and agree that the application shall remain the sole property of The First National Bank of Smithville whether or not the loan is granted. An investigation may be made of my/our character, general reputation, personal characteristics and mode of living. Upon written request, the nature and scope of the investigation, if one is made, will be disclosed to me/us. I/We further authorize you to disburse information concerning any obligations heretofore discharged, presently liquidating or hereinafter incurred when you have reason to believe said information will be used for credit granting purposes.

Signature of Applicant (Ink Only) __________

Signature of Spouse __________

Date __________

LOAN RATING SYSTEM

					Your Rating
Previous Loans					
No Previous Loans 0 Points	Satisfactory Loan 40 Points	Unsatisfactory Loan −40 Points			
Years at Present Residence					
Less than 1 Year 0 Points	1 to 4 Years 15 Points	5 or More Years 25 Points			
Telephone					
Home Phone 0 Points	No Phone −25 Points				
Years with Present Employer					
Under 1 Year 0 Points	1 to 4 Years 15 Points	5 or More Years 25 Points			
Salary (Gross Monthly)					
$0-499 0 Points	$500-749 10 Points	$750-999 20 Points	$1000-1999 30 Points	Over $2000 40 Points	
Bank Accounts					
Checking Account 20 Points	Savings Account 30 Points				
Total monthly obligations (Do not include rent or mortgage)					
Under $100 30 Points	$101-149 20 Points	$150-199 10 Points	Over $200 0 Points		
				Total Score	

Rating System

75 Points or Less	Applicant is a poor risk. If a loan is granted at all, applicant must have a cosigner
75-150 Points	Applicant is considered
Over 150 Points	Loan is granted except in unusual situations

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TO
NEW JERSEY
AUTOMOBILE INSURANCE
POLICYHOLDERS

The New Jersey Automobile Reparations Reform Act, which is often referred to as the "No-Fault" Law, becomes effective as to certain automobile accidents that occur on and after January 1, 1973. On that date liability policies that insure automobiles subject to this Act will automatically include Personal Injury Protection (PIP) coverage.

This Act also requires the owners of automobiles, which are registered or principally garaged in the State of New Jersey, to purchase automobile liability insurance in bodily injury limits of at least $15,000 per person and $30,000 per accident and property damage liability limit of at least $5,000 per accident. Additionally, these owners are required to purchase uninsured motorists protection.

These changes will be made to your policy automatically and there is no need for you to do anything as far as these requirements are concerned. We urge you, however, to read the following information carefully. It explains the Personal Injury Protection coverage and other features of your policy that become effective in 1973.

THE NO-FAULT LAW

The new law applies to owners of certain private passenger-type automobiles and certain pickup, delivery sedan or panel trucks (not used for business purposes) and to accidents that involve these kinds of cars. Insurance is compulsory for these vehicles.

The purpose of the new law is to enable injured persons to collect benefits promptly for their injuries without resorting to legal suits. The law prohibits lawsuits by someone who is injured unless his medical expenses, not including hospital expenses, X-rays or other diagnostic expenses, amount to $200 or more, or unless he suffers certain types of serious injuries or death. The former right to sue for minor injuries is replaced by the right to receive PIP benefits promptly without regard to fault.

Personal Injury Protection Coverage

The PIP benefits include payment of reasonable expenses for medical treatment, surgical treatment, hospital services and rehabilitation services. These benefits are unlimited as to any dollar amount as well as to the length of time expenses may be incurred.

A second feature of PIP benefits provides a loss of income benefit when an income producer is disabled because of an automobile accident. This benefit is limited to $100 per week and is subject to a maximum amount of $5,200 for any one person.

Another PIP benefit provides for the payment of expenses for "essential services" when a person other than an income producer is disabled as a result of an automobile accident and unable to perform household and personal services for his family. This benefit is limited to $12 per day and to a maximum amount of $4,380.

Survivors benefits are still another feature of PIP coverage. These are benefits paid to a surviving spouse or to the surviving children of an injured person who dies. The amount of this benefit is the remaining unpaid portion of the maximum loss of income benefit described above or of the maximum essential services benefit, whichever one applies.

Finally, PIP coverage provides for the payment of reasonable funeral expenses up to a maximum of $1,000 on account of the death of any one person.

You should be aware that PIP benefits apply only when you are riding in or are struck by certain private passenger and other types of utility automobiles. These benefits do not apply when you are riding in a taxi, a bus or a truck; nor do they apply if you are struck as a pedestrian by a commercial vehicle such as a taxi, a bus or a truck. In these accidents you will, of course, have a right to sue the drivers of such cars just as you have had in the past.

Additional PIP Coverage

The Act requires that additional PIP coverage be made available to the named insured. Additional coverage for loss of income is available in blanket sum amounts of $5,200, $7,800, $13,000, $20,800 or $36,400 payable in specific weekly maximums, and applies per named insured (i.e., husband and wife).

As a part of each loss of income benefit there are included additional benefits for essential services and a $10,000 death benefit. Please refer to the enclosed "Offer to Purchase Additional Coverage" form for further details of these options. If you desire coverage in excess of those quoted above, inquire directly of your Sales-Service office.

YOUR INSURANCE POLICY

If there is a copy of "New Jersey Automobile Reparations Reform Act (Amendatory Endorsement)" enclosed, you should attach it to your policy for it is designed to make your policy conform to the "No-Fault" Law. If this endorsement is not enclosed with this information, your policy will be interpreted as conforming to the "No-Fault" Law, a copy of the amendatory endorsement will be provided to you at a later date and coverage as described above will be effective for you just as though your policy contained such an endorsement.

Auto Medical Payments Coverage

The PIP coverage will, to a considerable extent, replace the benefits available under Automobile Medical Payments coverage. However, there remain some circumstances in which PIP benefits do not apply but Medical Payments coverage would offer protection. For example, if you are struck as a pedestrian by a commercial vehicle, or if you are injured in an accident involving vehicles other than private passenger automobiles (taxis, for instance), your PIP benefits would not apply.

Therefore, to minimize the possibility of your suffering such loss, your policy effective January 1, 1973 will automatically provide Extended Medical Expense Benefits coverage of $1,000 per person without additional charge. In addition your Extended Medical Expense Benefits coverage will be expanded effective January 1, 1973 to provide limits of $9,000 per person in excess of the basic $1,000 per person mentioned in the previous paragraph. The premium for this excess coverage has been substantially reduced to a flat fixed charge of only $1.00 per car. Accordingly, policyholders who have purchased Automobile Medical Payments coverage will receive a return premium credit for the full amount of the premiums unearned at year end for the coverage less the $1.00 charge for the $9,000 Extended Medical Expense Benefits.

Premium Changes

The "No-Fault" Law requires that bodily injury insurance rates be reduced effective January 1, 1973 at least 15%. It does not apply to the premium for property damage liability, comprehensive, collision or any other coverage you may have purchased. However, if you have purchased Medical Payments coverage, you will receive a refund that will reflect the change in this coverage as described above.

Because the "No-Fault" Law requires an increase in minimum bodily injury limits to $35,000 Single limit those policies presently having only $25,000 Single limit will be subject to additional premium charges for this increased coverage. Uninsured Motorists Coverage is newly required by the Law. If you do not now have this coverage it will be added at an appropriate charge. These charges will, of course, reduce the amount of return premium otherwise due.

For those policies where the above changes result in a return premium the refund will be forwarded to eligible policyholders in early 1973. However, if there is an outstanding balance, the return premium will be applied as a credit to the balance and will be itemized on your subsequent premium invoice.

Identification Card

An Automobile Insurance Identification Card is now required in New Jersey as explained in an enclosure mailed to you with the card a few weeks ago. Please read this information carefully and follow the instructions relating to the use of the card.

Liberty Mutual will be glad to answer any questions you may have about your automobile insurance.

Auto 1594 Printed in U.S.A.

LIBERTY
MUTUAL

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WEL

WORKSHEET

G.I.R.I.S.
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Welfare: Who Benefits? Who Pays?

Federal Payments to Individuals, by Major Program
(Selected Years, 1970-1979)

Program	Amount (billions)					Percent of total payments		
	1970	1975	1977	1978a	1979a	1970	1977	1979a
Social security (OASDI)	$29.7	$ 65.3	$ 83.9	$ 93.1	$103.7	47.4	44.3	46.3
Railroad retirement	1.6	3.1	3.8	4.1	4.3	2.6	2.0	1.9
Federal retirement and insurance	5.6	13.3	17.8	20.1	22.3	8.9	9.4	10.00
Military retired pay	(2.8)	(6.2)	(8.2)	(9.2)	(10.1)	(4.5)	(4.3)	(4.5)
Civil service retirement and disability	(2.7)	(7.1)	(9.6)	(10.9)	(12.2)	(4.3)	(5.1)	(5.5)
Unemployment assistance	3.7	1.40	15.8	13.0	12.6	5.9	8.3	5.6
Veterans benefits	6.6	12.4	12.9	12.9	12.6	10.5	6.8	5.6
Medicare and Medicaid	9.9	21.6	31.4	36.5	42.1	15.8	16.6	18.[illegible]
Housing payments	.5	2.1	2.9	3.7	4.3	.8	1.5	1.9
Public assistance and related programs	5.1	17.1	20.9	22.2	22.0	8.1	11.0	9.8
Child nutrition and milk programs	(.4)	(1.6)	(2.8)	(2.8)	(2.9)	(.6)	(1.5)	(1.3)
Food stamps program	(.6)	(4.6)	(5.4)	(5.7)	(5.7)	(1.0)	(2.9)	(2.6)
Public assistance payments	(4.1)	(5.1)	(6.4)	(6.7)	(6.8)	(6.5)	(3.4)	(3.0)
Supplemental security income	—	(4.8)	(5.3)	(6.0)	(5.6)	—	(2.8)	(2.5)
Other	--	(1.0)	(1.0)	(1.1)	(1.1)	—	(.5)	(.5)
Total payments to individuals	62.7	148.9	189.5	205.5	223.9	100.0	100.0	100.0

a Estimated

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MEDICAID

WHAT IS IT?

WHO IS ELIGIBLE

HOW ARE BENEFITS USED?

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THE NEW JERSEY HEALTH SERVICES PROGRAM

DIVISION OF MEDICAL ASSISTANCE
AND HEALTH SERVICES
DEPARTMENT OF HUMAN SERVICES

WHAT IS MEDICAID?

Medicaid is a state and federal medical assistance program that pays medical bills for eligible needy persons.

Payments are made directly to providers of medical and other health care services.

MEDICAID IS DIFFERENT FROM MEDICARE

If you are over 65 or disabled, you may be eligible for both Medicaid and Medicare.

As a supplement to Medicare, Medicaid pays for certain items and services not covered by Medicare, and also provides necessary medical care for eligible persons when Medicare benefits have been exhausted.

Medicare benefits must be used first, before Medicaid will pay for health services.

WHO MAY QUALIFY FOR MEDICAID?

Persons who apply to the Social Security Office and are eligible to receive Supplemental Security Income (SSI) payments. Such persons are:

- the aged, 65 and over
- the blind
- the disabled.

Persons who qualify under SSI as an "Ineligible spouse" of an SSI recipient.

Persons who apply to the County Welfare Agency and are eligible for financial assistance. These include:

- Families with Dependent Children (AFDC program) including children 18 to 21.

Persons who apply to the County Welfare Agency and who meet applicable financial and/or medical eligibility criteria for "Medicaid Only". These persons do not receive financial assistance and may include:

- individuals under age 21
- pregnant women, to ensure that the unborn child receives medical care
- the aged, 65 and over
- the blind
- the disabled
- individuals who are in a Medicaid facility, such as a nursing home.

Financially eligible children in foster care under supervision of the Division of Youth and Family Services.

Children in private adoption agencies until legally adopted.

Certain persons in State Psychiatric Hospitals and/or State Schools for the Mentally Retarded.

MEDICAID PAYS FOR ....

Physician services in the office, clinic or other medical facility.

Services from dentists, optometrists, podiatrists, psychologists and chiropractors.

A special program for child health known as Early and Periodic Screening, Diagnosis and Treatment or EPSDT.

Prescribed drugs from a pharmacy.

Hospital, inpatient and outpatient care.

Home health care, nursing home care, intermediate care and medical day care as planned by your doctor.

Clinic services including family planning and rehabilitation services, such as, physical, speech, or occupational therapy as prescribed by your doctor.

Mental health services in a doctor's office or approved mental health clinic.

Eyeglasses, hearing aids, artificial limbs, and braces.

Medical supplies and equipment.

X-ray and laboratory services.

Ambulance and invalid coach service as prescribed by your doctor.

Transportation to and from Medicaid approved health care services, when it is not otherwise available.

DOES THE MEDICAID PATIENT PAY FOR SERVICE?

No. The Medicaid program pays the health care provider directly for services. The Medicaid patient should not pay for covered medical services, except as an inpatient in a nursing home or intermediate care facility. Such Medicaid patients may be required to contribute part of their income toward the cost of medical care.

PROOF THAT YOU HAVE MEDICAID ...

If you qualify for Supplemental Security Income (SSI):

> You will receive your Medicaid Eligibility Identification Card in the mail.
>
> Your Medicaid Eligibility Identification Card is good for 3 months and is renewed quarterly for as long as you meet conditions to qualify. Carry it with you and present it when you receive health services.

The above will also apply to Division of Youth and Family Service children.

If you qualify for Aid to Families with Dependent Children (AFDC) through the County Welfare Agency:

> You will receive a Medicaid card for each month of eligibility.
>
> The Medicaid card lists the persons in your family that qualify for Medicaid. Carry it with you and present it when health services are received.

Medicaid cards for those who are eligible for "Medicaid Only" are issued by the County Welfare Agency.

HOW YOU CAN HELP MAKE THE PROGRAM WORK ...

When you seek health care, show your Medicaid identification as proof that you are eligible.

You will be asked to sign a billing form stating you received health care. Be sure that you have received the services listed on the form, before signing.

If you have Medicare or other health insurance, such as Blue Cross, give this information when you apply for assistance. When you receive health services, tell the person who provides the service that you have other health coverage and show them your health coverage identification.

When you must break an appointment, call your doctor early enough to allow time for another patient.

Stay with the doctor of your choice, and follow his instructions until your health care need is met. Get regular health check ups, before you or your child get sick.

A REMINDER ...

You don't have to go to a clinic or hospital to receive care. You may choose where to get health care. Medicaid pays for visits to the doctor's office.

If you have a problem in finding such care, call your Local Medicaid Office for help.

Medicaid is billed for your health care services, you are not.

If you feel you have not been treated fairly, contact your Local Medicaid Office to explain.

A WARNING ...

It is a crime under state and federal law to give any information which you know is false, in order to gain Medicaid benefits.

You are, therefore, warned against making any false statements or presenting any false facts when applying for Medicaid or providing false information or facts which are used to determine Medicaid eligibility for yourself or someone else.

It is also a crime to hide any information about the occurrence of an event that you know would affect your right to receive Medicaid benefits or the right of any other person in whose behalf you applied for or are receiving Medicaid benefits. If you have any of this information you must immediately inform the office which processed the Medicaid application.

If you applied for Medicaid benefits for another person and use these benefits for yourself or for someone else, it is a crime and punishable under state and federal law.

If you are found guilty of any of the violations mentioned above, you can be fined up to $10,000 or put in prison for up to a year, or both, and your eligibility for Medicaid benefits can be suspended for up to one year.

WRITE LETTERS TO CONGRESSMEN REGARDING SPECIFIC CONSUMER PROBLEMS

"This country was not founded by a silent majority and will not be saved by a silent majority."—Ralph Nader

How to Address Elected Officials

The President - "Dear Mr. President"
The President of the United States
Washington, D. C. 20500

Senators, National and State - "Dear Senator Doe"
The Hon. John Doe
Senate Office Building
Washington, D. C. 20510
(or home address)

The Hon. John Doe
State House
Trenton, N. J. 08625

Representatives or Assemblymen - "Dear Mr. Jones"
The Hon. James Jones
House Office Building
Washington, D. C. 20515
(or home address)

The Hon. James Jones
State House
Trenton, N. J. 08625

The Governor - "Dear Governor"
The Hon. John Smith
Governor of New Jersey
Trenton, N. J. 08625

Sample Letter

Dear...

I am greatly interested in (give official title of bill) the bill for (state purpose of bill). I favor it (or do not) for the following reasons (state briefly). I hope you will (state appropriate action).

Very truly yours,

The above information was taken from "The New Jersey Citizen's Facts & Date Book," League of Women Voters of N.J., 460 Bloomfield Ave., Montclair, N.J. 07042. Telephone: (201) 746-1465 Price: approx. $.50

See the above pamphlet for a list of current state and national legislators.

Write to legislators to find out the current consumer bills before congress or look in the Congressional Record in your library for them.

Use a special legislative telegram to contact your congressmen. Call your local telegram office and ask for a Political Opinion Message. It costs approximately $.90 for 15 words.

New Jersey Consumer Protection Laws, Consumer League of N.J., 20 Church St., Montclair, N.J. 1971 ($2.00 per copy)

How to File a Suit in the N.J. Small Claims Div. by N.J. Dept. of Community Affairs and the Attorney General's Office (free pamphlet to send for).

"If you are mad enough to sue..." Changing Times The Kiplinger Magazine, June 1971

Remember: "Don't be chicken: Speak up...just being mad doesn't help."
- Bureau of Consumer Protection, N. J.

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Major Consumer Problems: The Agencies Responsible

ACCIDENT PREVENTION

Environmental Control Administration (HEW)
Federal Aviation Administration (DOT)
National Highway Safety Bureau (DOT)
National Transportation Safety Board (DOT)
Transportation Department

ADVERTISING

Civil Aeronautics Board (for airlines)
[illegible] Communications Commission (on radio and TV)
Federal Deposit Insurance Corporation (for insured banks)
Federal Trade Commission (general)
Food and Drug Administration (for prescription drugs) (HEW)
Internal Revenue Service (for alcoholic beverages) (Treasury)
Securities and Exchange Commission (for securities)

ALCOHOLIC BEVERAGES

…eral Trade Commission
… and Drug Administration (HEW)
…easury Department (Internal Revenue Service, Alcohol and Tobacco Tax Division)

CREDIT

…Economic Opportunity (educa…

TRUTH-IN-LENDING

…Department
…ederal Credit Unions
…ation Board
…e Currency (Treasury)
…it Insurance Corporation
…Loan Bank Board
…eral Reserve Board
Federal Trade Commission
Interstate Commerce Commission
National Commission on Consumer Finance

DRUGS

Food and Drug Administration (HEW)
Justice Department (Bureau of Narcotics and Dangerous Drugs)
Public Health Service (National Institute of Mental Health)

EDUCATION

Agricultural Research Service (Agriculture)
Bureau of Family Services (HEW)
Bureau of Labor Statistics (Labor)
Consumer and Marketing Service (Agriculture)
Federal Extension Service (Agriculture)
Food and Drug Administration (HEW)
Government Printing Office
Justice Department (drug abuse)
Office of Consumer Services (HEW)
Office of Economic Opportunity
Office of Education (HEW)
President's Committee on Consumer Interests
Special Assistant to the President for Consumer Affairs

FLAMMABLE FABRICS

Federal Trade Commission
Food and Drug Administration Office of Product Safety (HEW)
National Bureau of Standards (Commerce)

FOOD

Agricultural Research Service (Agriculture)
Consumer and Marketing Service (Agriculture)
Environmental Control Administration (HEW) (shellfish)
Federal Trade Commission
Food and Drug Administration
Department of the Interior (Bureau of Commercial Fisheries) (fish and shellfish)
National Bureau of Standards
Treasury Department (has jurisdiction over color additives in alcohol plus some control over imported cheeses and cigarettes)

FRAUD AND DECEPTIVE PRACTICES

Federal Deposit Insurance Corporation
Federal Trade Commission
Food and Drug Administration
Justice Department
Post Office Department
Securities and Exchange Commission
Small Business Administration (refers complaints to the Federal Trade Commission)

LABELING

Agricultural Research Service (Agricultural) (labeling of pesticides)
Consumer and Marketing Service (grading of meat and poultry plus amount of pesticide residue)
Federal Trade Commission
Food and Drug Administration (HEW)

LAWS, EVALUATION OF

National Commission on Consumer Finance
National Commission on Product Safety
President's Committee on Consumer Interests

MERGERS, REGULATION OF

Civil Aeronautics Board
Federal Communications Commission
Federal Power Commission
Federal Trade Commission
Interstate Commerce Commission
Justice Department

PACKAGING

Federal Trade Commission
Food and Drug Administration
National Bureau of Standards

PIPELINE SAFETY

Interstate Commerce Commission
National Transportation Safety Board (DOT)
Office of Hazardous Materials (DOT)

PRODUCT SAFETY

Environmental Control Administration (HEW) (radiation emission)
Federal Trade Commission
Food and Drug Administration (HEW)
National Commission on Product Safety

TESTING OF PRODUCTS

Department of Defense
Food and Drug Administration
General Services Administration
National Product Safety Commission
Veterans Administration

TRANSPORTATION

Civil Aeronautics Board
Federal Aviation Agency (DOT)
Highway Safety Division (DOT)
Interstate Commerce Commission
National Bureau of Standards (Commerce)
National Transportation Safety Board (DOT)

WEIGHTS AND MEASURES

Bureau of Standards (Commerce)
Consumer and Marketing Service (Agriculture)
Food and Drug Administration (HEW)

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TROUBLE? HERE'S HOW TO COMPLAIN

First, re-read labels, tags and instructions. Misuse of a product or improper care voids the guarantee. If you are satisfied that you have followed the instructions, go on to the next step.

The store: If it's a small item, take it back to the place where you purchased it. (Best time to go is when things are slow; in other words, don't go 15 minutes before closing time or at the peak of the rush hour.) Ask to see the complaint manager, the buyer, the floor supervisor or someone else in authority. Specify what's wrong. If you leave the item for repair, be sure to get a receipt.

If the store refuses to honor the guarantee, contact the local distributor of the product if you know who he is. Or write directly to the manufacturer. You'll get best results if you address your complaint to the president of the company.

On large items (an appliance, furniture, etc.), follow the same procedure. Only, of course, you won't be able to deliver the purchase back to the store.

Government: Check at city hall to see whether your state or local government has a "consumer complaint" bureau. If there is one (more and more places have them) and you think you have a strong case, then ask for help. Be very specific as to what you feel your rights are and the responsibilities of the store or manufacturer. A letter from such a government agency to the proper authorities sometimes works wonders where everything else fails.

You can also write to the Office of Consumer Affairs, 330 Independence Ave., S.W., Washington, D.C. 20201. This office's main job is to push for consumer legislation approved by the President and also to work with business to give consumers a better shake. It handles hundreds of complaints a week from frustrated consumers. Its batting record in getting satisfaction is considered very high.

Industry: Try your local Better Business Bureau, if there's one in town. One of this industry-supported agency's goals is to keep shoppers happy by resolving complaints wherever possible. Usually, if there has been deception or fraud or irresponsibility, the agency will step in on your behalf to settle the matter.

The Major Appliance Consumer Action Panel (MACAP) was set up in 1970 by the appliance industry to try to settle consumers' complaints about big appliances. It is located at 20 N. Wacker Dr., Chicago, Ill. 60606.

For complaints about TV, radio, tape equipment, stereos, write to the Consumer Affairs Coordinator, Electronics Industries Association, 2001 Eye St., N.W., Washington, D.C. 20006.

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Several big companies --Chrysler, RCA, Maytag, GM, Ford - now have ombudsmen or officials whose job it is to deal with consumer complaints and try to settle them. You might want to write them for the details.

Always be very specific in stating your complaint.

..What is wrong with the product?

..Where and when did you purchase it?

..How long have you owned it?

..What did you do to get it fixed before deciding to contact the company or trade association?

..What did the dealer or distributor say when you complained? Who was he and where is he located?

And include copies (not originals) of your bills, letters of complaints and any replies you may have received. All this information will speed up action on your case.

Remember: Complaints may take several weeks to get results. The National Association of Manufacturers advises: "Making an intelligent complaint sometimes requires courtesy, courage and patience. It also requires keeping accurate records of purchase dates and prices, use and care instructions and model numbers. But it is one way to be a good consumer and contribute toward the goal of better products and better services - as well as getting the best value for your own dollars."

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SAMPLE LETTER OF COMPLAINT

927 Ruby Place
Newark, New Jersey 07101
201-494-0745 (phone number)
April 4, 19___

Orlite Company
900 Baker Street
Philadelphia, Pennsylvania 19101

Dear Gentleperson:

I purchased a $7.98 yellow Orlite sweater at Hahne & Co., Broad Street, Newark, New Jersey, on (state date) .

After following the directions for machine washing in cold water on a gentle cycle (using Wool-foam Soap Flakes), it had shrunk from size 12 to about size 8. I have taken it back to Hahne & Co. but the store representative was reluctant to exchange it or refund my money, since the store had had no other complaints about this particular brand and model sweater. Mrs. X suggested that I send it to your company for your response to the cause of the shrinkage and to request from you a refund or an exchange.

Enclosed is the receipt (the hangtags, serial no., model no., etc.). Your consideration will be greatly appreciated.

Yours truly,

Mary Smith

cc: Mrs. X, Sweater Dept., Hahne & Co.
Mr. Y., President, Hahne & Co.

Unit Pricing

In comparing the price of products, you should consider the various brands of the product as well as the various sizes. It may not be easy to tell which size is least expensive.

Figuring The Unit Price

To figure out your best buy, first check the weight of each size product (record below). Now divide the price of each size product by its weight (using the same unit of measure).

Ex: 42 oz. box of Smith's Oatmeal for $1.26
1 lb.2 oz. box of Smith's Oatmeal for $ .58

The unit price is figured as follows:

Brand	Price	÷	Size	=	Unit Price	Check Best Buy
ex: Smith's	1.26	÷	42oz	=	3.0¢ per oz.	✓
Smith's	.58	÷	1 lb. 2 oz.(18oz.)	=	3.2¢ per oz.	

Choose any product & compare sizes and brands according to price:

Brand	Price	÷	Size	=	Unit Price	Check Best Buy
		÷		=		
		÷		=		
		÷		=		
		÷		=		
		÷		=		
		÷		=		
		÷		=		

Using the Unit Price

The size with the smallest unit price gives you the most product for your money.

Some stores figure the unit price for you and label them on the shelves. See example below. However, be sure that the price stated on the unit pricing label is the same as that stamped on the item. Not all stores update their unit pricing labels each time an item changes in price.

Comparison Shopping

In comparison shopping you will consider more than just the cost of a product.

Select one product. Go to a supermarket and survey every available variation of that product. Record the information in the chart below.

Product evaluated: ______________________

Store: ______________________

Ex: Orange Juice-check various brands and forms such as fresh,frozen,canned,reconstituted & oranges.

Brand	Price	Pkg. Size	Unit Price	Quality	Form	Storage	Prep. Method	Time

Considering all the information gathered, draw conclusions as to which product would be the best buy for each of the following. Give a brief (2-3words) reason for each choice.

Best buy per unit: ______________________

Best buy for Single person: ______________________

Best buy for Married couple: ______________________

Best buy for working wife: ______________________

Best buy for college student: ______________________

Best buy for family of six: ______________________

SOCIAL WORKERS

OCCUPATIONAL BRIEF **4th ed. D.O.T. 195.** **84**

File under: 4th ed. D.O.T. 195. Social & Welfare Workers (Social Workers)

Introduction

Poverty, illness, crime, and other social ills have existed for thousands of years in hundreds of different societies. During the past two centuries, however, vast and complex changes in the structure of society have magnified social dilemmas. Traditional protectors of the individual—family, church, and local community—no longer seem able to offer effective support and practical help to poor, old, or otherwise helpless people.

Social workers are professionals who help individuals, groups, and communities recognize and deal with social and individual troubles. They also establish and organize community resources to help people cope in the future.

Traditionally, social workers have engaged in casework, group work, and community organization. Currently, however, emphasis is on a more general approach. Social workers today practice in many settings: social welfare administration, research, community organization, program planning, and social action either to educate the public on social issues or to bring about legislation that will reduce social inequities.

Work Performed

Social workers may work either in public or in private agencies. Public welfare agencies employ social service workers with varying qualifications, from paraprofessional aides to those with bachelor's and master's degrees. Private casework agencies, because public agencies handle economic aid, can concentrate on social adjustments and personal relationships.

Social workers may work with children, teenagers, families, old people, and individuals who are in or have been in correctional institutions. They help their clients in practical ways by arranging supplementary income, medical treatment, better housing, education, or job training.

Social workers in child welfare help deprived or troubled children. They work with teachers, parents, counselors, and other community personnel. They may place children in adoptive or foster homes and protect children from neglect and abuse. They also arrange adoptions and help unmarried parents.

Photo by Wes Stevens

Medical social workers serve as part of a team of nurses and doctors. Most work in hospitals and clinics. Others work in state and local health departments; in the medical division of public welfare agencies; in rehabilitation services; in public health programs; and in private agencies. Case aides, or social work assistants (college graduates with some in-service training), work in hospitals in patient recreation and social programs.

Psychiatric social workers are group services specialists. Like medical social workers, they work mainly in hospitals, clinics, community mental health centers, and public health departments. Working with small groups of people is one method to help patients. Social workers acting as group leaders carefully choose patients they think will get the best help from group interaction. Group services specialists emphasize planned recreation and creative

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United States of America

Home Economics Department
County Regional High School District No. 1

activities that give patients a feeling of belonging and encourage cooperation among group members. Social work group services help young people, to whom they offer opportunities for personal development; they help older persons who need reassurance that their skills and experience are still useful. Professional group workers also help with group relations among different races and cultures and with activities for people of different ages in institutions, treatment centers, hospitals, community centers, and camps.

Community service providers try to get people to work for the betterment of their communities. Their agencies may be public or private or local, state, national, or international. They may work for labor unions, civil rights groups, settlement houses, or neighborhood organizations.

Welfare councils in large cities are examples of established community organizations. Personnel who administer these councils include an executive director, an executive committee of officers, and a delegate assembly consisting of representatives of public and private social agencies. Council personnel coordinate activities of units dealing with work in family welfare, health services, recreation, child care and adoption, research and statistics, care for the aged, social planning, and public information.

A great many social workers are skilled in research, planning, and evaluation. They work for social agencies and organizations to investigate local difficulties and local resources to set up a base for community welfare planning. They also work in government agencies compiling statistics for legislative planning.

A substantial number of social workers head social agencies. They may be directors, administrators, or supervisors. They hire and train personnel, make decisions on expenses, evaluate agency priorities, ask for funds, and represent their agency when they confer with other city or government officials.

Some social workers are teachers. They work in colleges, graduate schools of social work, medical schools, and theological seminaries.

Working Conditions

Social workers usually work in offices in city halls, schools, hospitals, prisons, settlement houses, churches, community centers, housing developments, and military establishments. Conditions in these offices range from cluttered and drafty turn-of-the century monstrosities to sleek air-conditioned architects' dreams.

Out-of-office work may take social workers into homes and on the streets in urban ghettos, to mountain shacks, and to mental institutions. They may work with migrant workers in field camps, with disturbed children in schools, or with military personnel on military bases. All these activities have different working conditions.

Hours and Earnings

Social workers generally work five days a week for thirty-five to forty hours. In some agencies they may work evenings or weekends. Many private agencies hire part-time workers.

Salaries of social workers depend on their employer and geographic location. Higher pay is usual in large cities and in states with big urban populations. People in administration, teaching, and research, and those in private practice have higher earnings than those of most other social workers.

The National Association of Social Workers (NASW) board of directors adopted standards for annual minimum salaries for social workers in January 1977. The recommended minimum rates for four professional rankings are $11,700 a year for a social worker with a bachelor's degree in social work, $14,600 for a social worker with a master's degree, $16,900 for a certified social worker, and $20,500 for a social work fellow. The last two should be members of the NASW Academy of Certified Social Workers (ACSW), should have a master's degree plus two years experience, and should have passed the ACSW examination.

In 1976 the average starting salary for social workers in state and local government agencies was about $9,500. The federal government salary schedule is notably higher. In 1977 the entry salary for social workers holding master's degrees was $11,523 (GS-7) or $14,097 (GS-9). Most agencies offer fringe benefits such as paid vacations, sick leave, and retirement pensions.

Educational Requirements

The minimum educational requirement for most social workers is a bachelor's degree, preferably in social work. A listing of undergraduate programs in social work is available from the Council on Social Work Education, 345 East Forty-sixth Street, New York, NY 10017.

High school students should plan to take courses in preparation for college entrance. Subjects such as history, sociology, psychology, anthropology, government, English, speech, languages, and mathematics (leading to statistical analysis) are valuable both in high school and in college.

The National Association of Social Workers has classified social work personnel according to education and training. Often salary depends on the classification to which an individual belongs.

Social service aides need only life experience and knowledge of community or special groups. Some employers may require applicants to have a high school education, but a diploma is not mandatory. Reading, writing, and math skills are important.

Social service technicians complete an organized social welfare program leading to an associate of arts degree or a bachelor's degree in another discipline.

Social workers must complete an approved program leading to a bachelor's degree in social work.

Graduate social workers must complete a master's of social work program in an institution accredited by the Council on Social Work Education.

Certified social workers must complete a master's degree program and be certified by the NASW Academy of Certified Social Workers.

Social work fellows must complete a doctoral program either at an accredited school of social work or in a related discipline and have two years experience in social work, or they must acquire certification by the Academy of Certified Social Workers and have two years of social work experience in a specialty.

Personal Qualifications

Persons attracted to social work careers are socially conscious individuals. They are aware of the importance of effecting social change in the best interests of humanity.

Social workers should have consideration for others' feelings and the ability to form and sustain relationships. Other important traits are humor, emotional stability, personal insight, objectivity, self-discipline, and initiative. A commitment or desire to serve others and a wholesome attitude toward life are especially essential.

Licenses and Professional Organizations

About twenty states have licensing or registration laws on social work practice and the use of professional social work titles. Licensing or registration usually requires experience and passing of an examination. Social workers must periodically renew their license.

Most social workers are members of the National Association of Social Workers, which has standards for different positions in social work. Social workers may also belong to an organization dealing with a specialty, such as the Child Welfare League of America or the Society of Hospital Social Work Directors.

Where Employed

In the United States, many opportunities exist for social work in cities; but positions in rural communities are also available. Most of these professionals work for public and voluntary agencies of public assistance and community welfare. Others work for religious organizations, schools, hospitals, clinics, and other health agencies. A few work in business and industry. Most of those working for the federal government are employees of the U.S. Department of Health, Education, and Welfare; the Veterans Administration; and the U.S. Departments of Justice and Interior.

Employment Outlook

The U.S. Department of Labor predicts that the need for social workers will be greater than the need for most other workers through the mid-1980's. Social and economic changes in the country will create a demand for extensive social services. Two of these changes are the growing proportion of the elderly in the population, which causes expansion of nursing homes and home health care, and high unemployment rates, especially of unskilled workers, caused by automation and the ups and downs of the national economy.

Other employment opportunities will occur in counseling on subjects such as consumerism, drug and alcohol abuse, and rape. Also, social planning will create a need for social workers in research, administration, and policy analysis.

Individuals with master's degrees and doctorates will have better opportunities than those with only a bachelor's degree. Competition will be stiff in large cities, especially in those with universities for academic advancement. Job opportunities may be more favorable in small towns and rural regions.

Entry Methods

The National Association of Social Workers states that most social workers get jobs through personal contacts and through public civil service systems. They suggest that, since most jobs in social work are with public agencies, aspirants should apply at city, county, and state personnel offices.

Other ways to find employment are through local chapters of the National Association of Social Workers or through the employment sections of national professional journals and newsletters, such as the *New Human Services Newsletter,* 33 West Forty-second Street, New York, NY 10036; *Social Casework,* Family Service Association of America, 44 East Twenty-third

Street, New York, NY 10010; and *Child Welfare*, Child Welfare League of America, 67 Irving Place, New York, NY 10003.

Persons seeking teaching jobs in social work should write to the Council on Social Work Education, 345 East Forty-sixth Street, New York, NY 10017. The council has a *Teaching Registration and Information Service* that offers information both on job openings and on applicants.

The Personnel Information section of the *NASW News* also carries ads for both job openings and job seekers. Unemployed members of the National Association of Social Workers may place ads free. They receive the newsletter as members; nonmembers may subscribe for $6.00 a year.

The Social Work Vocational Bureau, 386 Park Avenue, New York, NY 10016, develops and keeps up-to-date personnel files and professional resumes of job seekers. They give this information to prospective employers when requested.

Advancement Opportunities

Entrants in social work may have a bachelor's degree in social work or in related fields such as sociology and psychology, but those who have graduate degrees in social work have much better chances for advancement. Increasingly, the trend is toward specialization, in clinical social work, community organization, administration, teaching, research, social policy planning, and other fields.

Supervisory, administrative, or research work generally requires a graduate degree and some years of experience. Those who teach usually must have a master's degree in social work.

The best way to advance is to acquire the maximum amount of education and experience, and to specialize in one field. Gerontology, or the branch dealing with aid to the aging and elderly, is a fairly new but important specialty. More than twenty colleges and universities have added emphasis to that subject in their programs.

Many administrators have degrees and experience not only in social work but also in business or public administration, education, or health administration. Research workers should also have training in social science research methods.

Related Occupations

Social workers are classified with others in occupations in social and welfare work (4th ed. D.O.T. 195.). These people render assistance to individuals and groups suffering from poverty, illness, family maladjustment, antisocial behavior, financial mismanagement, limited recreation opportunities, and inadequate housing. Other workers in this group are parole officers, probation officers, camp directors, drug and alcohol counselors, and community organization workers.

Sources of Additional Information

American Public Welfare Association, 1155 Sixteenth Street, N.W., Washington, DC 20036.

Child Welfare League of America, 67 Irving Place, New York, NY 10003.

Family Service Association of America, 44 East Twenty-third Street, New York, NY 10010.

Society of Hospital Social Work Directors, American Hospital Association, 840 North Lake Shore Drive, Chicago, IL 60611.

For Further Research

Publications List. Free.
Social Work Careers Information Service
National Association of Social Workers
1425 H Street, N.W., Suite 600
Washington, DC 20005

Catalogue of Publications. Free.
Council on Social Work Education
345 East Forty-sixth Street
New York, NY 10017

Social Work. Job Fact Sheet No. 64. $.80.
Council for Career Planning, Inc.
541 Madison Avenue
New York, NY 10022

Social Service Occupations. Occupational Outlook Reprint No. 1955-32. $.50; minimum Printing Office order $1.00.
Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402

School Social Workers. Occupational Brief No. 432. $1.00.
Probation and Parole Officers. Occupational Brief No. 277. $1.00.
Chronicle Guidance Publications, Inc.
P.O. Box 271
Moravia, NY 13118

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Richard Lodge, Executive Director, Council on Social Work Education, 345 East Forty-sixth Street, New York, NY 10017.

Edward T. Weaver, Executive Director, American Public Welfare Association, 1155 Sixteenth Street, N.W., Washington, DC 20036.

National Association of Social Workers, 1425 H Street, N.W., Suite 600, Washington, DC 20005

Community Contacts:

____

____

____

Occupations discussed or illustrated should be considered valid or proper for either sex.

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Home Economics Department
County Regional High School District No. 1

BODY LANGUAGE

Nonverbal messages are important in communicating with others. These experiences will help you become more aware of the many ways in which people communicate nonverbally.

- With a small group of your classmates, sit in a circle facing each other. Maintain complete silence for ten minutes and watch the nonverbal messages the others are sending. Watch their posture, their hands and feet, and how they place their arms and legs. Facial expressions may tell something of what the others are feeling. Can you recognize nervousness, edginess, confidence, or other feelings through the messages you are receiving?

- With other class members act out certain nonverbal messages. Some examples which you can easily communicate nonverbally are:

"I can't hear you."
"Come here."
"I'm cold."
"Quiet, Shh."
Hitchhiking.
"I'm tired."

What other examples can you act out? As the messages become more complex, are they harder to interpret correctly? Do others always receive your nonverbal messages in the way that you intended?

- Often people assume that the emotions they are feeling are obvious to others. However, emotions can be very easily misinterpreted.

Write a variety of emotions or feelings on small slips of paper. Examples might include energetic, bored, nervous, excited, loving, helpless, surprised, scared, happy, angry, stubborn, depressed, or disgusted. Put these slips of paper in a bowl, and you and your classmates each draw out one.

Along with your classmates, act out the emotions you drew, using gestures or nonword sounds. The others try to guess what emotion you are portraying. If you are self-conscious, it may be easier to close your eyes, concentrate on your assigned emotion, and let the expression come naturally to your face.

This experience can be very interesting. People are often surprised that the messages they send, which seem very clear to them, are interpreted in many ways by others. This points out how hard it may be to figure out correctly others' nonverbal messages.

- Body language is important in carrying on a conversation. Often people give incomplete verbal messages, but "finish" their statements with gestures. This experience points out how hard it can be to communicate with others without body language.

You and a partner place your chairs back to back, about 46 centimeters [18 inches] apart. Sit down and talk to each other. After a few minutes of conversation, move your chairs about 5 meters [16.5 feet] apart, remaining back to back while you continue to talk.

When you are finished, talk about your experience with the others. How did you feel when you weren't able to look at your partner while you talked? Were you physically uncomfortable trying to carry on the conversation? Were there any changes when you moved your chairs farther apart? Does this experience tell you anything about why some people prefer not to talk on the telephone? Do you often communicate this way with others in your family? How important are eye-to-eye contact and gestures to your ability to feel comfortable in talking with another?

- Your choice of clothing can send strong nonverbal messages to others. With your classmates, collect a number of magazine pictures of people dressed in a variety of ways. What does their clothing tell you about each person? Now, imagine that all these people are attending the same event. What would their clothing tell about them then? Would all the garments be appropriate for school, a concert, work, a religious service, the beach, or other event? What message does inappropriate clothing give to others? How can people become more conscious of the messages their clothing gives to others?

Taken from Person to Person, Connie R. Sasse, Chas. A. Bennett Co., Inc., 1978.,pp.159-160.

PATTERNS OF COMMUNICATION

The patterns of communication known as placating, blaming, computing, distracting, and leveling have body positions which are often easy to identify. In this experience take the exaggerated position described for each pattern of communication. Hold each position for one minute.

Placating: Get down on one knee, wobbling a bit, and put out one hand in a begging fashion. Put your head up as if looking at someone towering over you. Talk to the person over you. How does your voice sound? Does it seem more natural to say "yes" in this position?

Blaming: Stand with one hand on your hip and the other arm stretched out with your index finger pointing straight out. Screw up your face, curl your lips, and hold your throat muscles tight. You are now ready to call names and criticize everything in sight.

Computing: Sit down in a chair and imagine that your spine is a long, heavy steel rod reaching from your buttocks to your neck. Pretend that you have an iron collar, ten inches wide, around your neck. Stay as motionless as possible and try to talk without moving your mouth any more than necessary. Do not gesture with your hands. When you speak, do you find yourself talking in a monotone?

Distracting: Stand with your knees together and your feet apart. Hunch your shoulders and have your arms and hands going in opposite directions. Imagine you are a lopsided top, that is constantly spinning.

Leveling: Stand with your feet firmly on the floor spread at a comfortable, stable, distance. Have upright, but not rigid, posture. Hold your arms loosely at your sides. Keep all your muscles relaxed, but ready to move. Look ahead rather than down or up.

When you have held all the positions for at least one minute, think about how you felt in each position. Which position seemed the most natural to you? Was that because it is a position which you use frequently? Which position was most unnatural or uncomfortable for you? Did this position go with a communication pattern that you rarely, or never, use?

Choose a partner with whom you are comfortable. As you go through the following steps, think about how difficult or easy it is for you to do each one. Insert the names of people you know in place of the letters, when appropriate. When you have finished all six steps, your partner should repeat the steps while you listen.

- Tell your partner how A felt about B, neither person being present.
- Tell your partner how A now feels about B, neither person being present.
- Tell your partner your past feelings about C, who is not present.
- Tell your partner your present feelings about C, who is not present.
- Tell your partner your past feelings about him or her.
- Tell your partner your present feelings about him or her.

Did you find it easier to talk about feelings concerning someone else than about feelings toward your partner? Why are people uncomfortable dealing with their present feelings toward others? Were you more uncomfortable listening to your partner's past and present feelings toward you than listening to feelings about someone who is not present?

Talk to a partner about something that is important to you. As you speak, your partner should be silent, avert the eyes, and slowly move away—in other words, your partner is obviously not listening. What is your reaction to this? Do you feel like pushing or pulling your partner back?

Change roles and be aware of how it feels to not respond to someone. Do you want to walk away? Do you resent your partner? Do you have feelings of power over the other person since they need to keep talking to fill the gap you've created by your silence?

Taken from Person to Person, Connie R. Sasse, Chas. A. Bennett Co., Inc., 1978., p. 147.

PROBLEM SOLVING QUIZ

1. Don had a big project for civics that had to be done in two weeks. He figured out how much time it would take and made out a work schedule accordingly.

2. Alice had her heart set on becoming a physician. When inadequate funds made this impossible, she decided to take up nursing.

3. Joe failed his history course. He was convinced the reason was that his teacher disliked him.

4. Betty had once had a severe case of polio, and so she couldn't play tennis or ride horseback. Instead, she became an expert swimmer.

5. Eleanor was not popular with boys and rarely had dates. She would sit home alone and imagine herself a great beauty, surrounded by admirers.

6. When her mother refused to get her a new dress, Connie had a temper tantrum.

7. Jack was very eager to get the lead in the Drama Club play. When someone else was chosen, he stopped coming to meetings.

a. rationalization

b. daydreaming

c. compensation

d. direct attack

e. regression

f. withdrawl

g. sublimation

DYFS 5-2 (f)
(rev. 9/77)

State of New Jersey
Department of Human Services
Division of Youth and Family Services

RETURN TO

____
(Regional Office Address)

APPLICATION TO PROVIDE FOSTER CARE

Male Applicant ______________________ Female Applicant ______________________
(name) (name – include maiden name)

Address ____
(number) (street) (city) (state) (zip code)

County ______________________ Home Phone (include area code) ______________________

Office Phone (include area code) ______________________ ______________________
(male applicant) (female applicant)

ITEM	MALE APPLICANT	FEMALE APPLICANT
BIRTHDATE		
RELIGIOUS AFFILIATION		
RACE		
MARRIAGE (Date and Place)		
PRESENT OCCUPATION		
NAME AND ADDRESS OF EMPLOYER		
SOCIAL SECURITY #		

Are you related in any way to an employee of this Division? ☐ YES ☐ NO If "Yes", give relative's name, office addres

and relationship ____

Age, sex and number of children desired ____

Have you ever had a foster child before? ☐ NO ☐ YES If "Yes", give dates: from ____________ to ____________

If so, from what agency or individual was child received? ____

____

NAMES OF YOUR CHILD(REN)	SEX	Birthdate	SCHOOL GRADE OR OCCUPATION	SCHOOL ADDRESS	Living at Home	
					YES	NO

DYFS 5-2 (r)
(rev. 9/77)

Application To Provide Foster Care

NAMES OF OTHERS LIVING IN YOUR HOME	SEX	AGE	SCHOOL GRADE OR OCCUPATION	RELATIONSHIP TO YOU

As part of the foster parenting study process, every member of your household will be required to submit a statement of physical and emotional health.

NAME AND ADDRESS OF PHYSICIAN:

Male Applicant

Female Applicant

Children

In the interests of all concerned, we routinely run a police check. Arrests and/or convictions will not automatically disqualify anyone from our foster parenting program.

Have you or any member of your family ever been arrested and/or convicted of a crime? ☐ NO ☐ YES

If "Yes", please explain:

Persons (not related) whom we may contact as references concerning you as an individual and as a potential foster parent:

NAME	ADDRESS	PHONE (include area code)

Directions for reaching your house by automobile (after reaching your town):

Signature of Male Applicant

Signature of Female Applicant

Date Signed

FOR USE OF REGIONAL OFFICE ONLY

ACTION TAKEN

Signature of Supervisor

Date

UNION COUNTY BOARD OF SOCIAL SERVICES

317 EAST FRONT STREET
PLAINFIELD, NEW JERSEY
07060

NOTICE TO FOOD STAMP APPLICANTS

1. Your food stamp appointment is scheduled for ________________________
   We can only hold your appointment for 10 minutes, so please be prompt.

2. If for any reason you cannot keep your appointment please call the Food Stamp Office in advance to cancel it. Telephone 754-8060 ext.   .

3. Please bring an interpreter if the person to be interviewed does not speak English.

4. If anyone in your household receives or has applied for welfare from the Union County Welfare Board or the Welfare Board in another county, you should file your food stamp application with the welfare worker. If you have questions about this please call the office so we can explain it further.

5. The following are necessary for each initial certification:

   a. an Application (you may fill out as much as you can.)
   b. written verification of all income of each member of the household is required.
      1. Employment-last 4 weeks pay stubs
      2. Support payments) (A letter from the person who is
      3. Income from tenants) paying indicating the amount paid.)
      4. Social Security SSI, unemployment compensation, disability payments or private pension-copy of check.
   c. we also need to know all of the resources of each member of the household. Resources include such things as savings accounts, checking accounts, savings certificates, stock, bonds, property not used as family residence, cars, boats, motorcycles and other things of value that could be sold for cash.
   d. date of birth and social security number (if they have one) for each household member.

6. It may be to your advantage to have us consider the expenses listed below when computing your eligibility.

   a. shelter cost such as rent, mortgage, real estate taxes, gas, electric, water, fuel (heat), telephone, garbage, sewage, installation costs for utilities.
   b. dependent care payments.
   c. tuition and mandatory fees of education (but only if you have deferred payment educational loans or grants or scholarships, fellowships, etc.)

7. We will require that a work registration form be completed for each person in the household between the ages of 18 and 60 unless they are exempt. These exempt include but are not limited to those who:

   a. are employed, b. care for children, c. are registered under a general assistance program, d. receive or have applied for but not yet begun receiving unemployment compensation, e. are incapacitated.

8. Please bring this letter with you when you come to the office.

9. Standards for participation in the Food Stamp Program are the same for everyone without regard to race, sex, color, religious-creed, national origin, political beliefs, or marital or birth status.

FSP-901
(Rev. 7/81)
PAGE 1 OF 8

APPLICATION AND RECERTIFICATION FOR PARTICIPATION IN THE FOOD STAMP PROGRAM

(FOR OFFICE USE ONLY) **CASE NUMBER**__________ **DATE RECEIVED**__________
CASE NAME__________

TO THE APPLICANT (PLEASE READ CAREFULLY): YOU HAVE THE RIGHT TO FILE A FOOD STAMP APPLICATION AND HAVE IT RECORDED IMMEDIATELY. WE MUST TAKE ACTION ON YOUR APPLICATION SO THAT, IF YOU ARE ELIGIBLE, YOU CAN GET YOUR FOOD STAMPS WITHIN 30 DAYS OF THE DATE THE FOOD STAMP OFFICE RECEIVES IT, PROVIDED WE ARE ABLE TO OBTAIN THE NECESSARY INFORMATION FROM YOU CONCERNING YOUR CIRCUMSTANCES. YOU DO NOT HAVE TO COMPLETE THE ENTIRE APPLICATION IN ORDER TO FILE NOW. SIMPLY WRITE YOUR NAME, ADDRESS, TELEPHONE NUMBER, SIGNATURE AND TODAY'S DATE. HOWEVER, COMPLETING SECTION I (HOUSEHOLD INFORMATION) WILL SPEED UP THE APPLICATION PROCESS. YOU MAY VOLUNTARILY WITHDRAW YOUR APPLICATION AT ANY TIME PRIOR TO THE DETERMINATION OF YOUR ELIGIBILITY FOR FOOD STAMPS. YOU HAVE THE RIGHT TO REAPPLY AT ANY TIME FOLLOWING THE WITHDRAWAL OF YOUR APPLICATION. ANSWER ALL QUESTIONS TO THE BEST OF YOUR KNOWLEDGE AND BELIEF. IF YOUR HOUSEHOLD REFUSES TO PROVIDE ANY NEEDED INFORMATION, YOU MAY NOT BE ELIGIBLE FOR FOOD STAMPS. IF SOMEONE ELSE IS APPLYING FOR YOU, YOU WILL BE RESPONSIBLE FOR ANY FALSE OR INCORRECT STATEMENTS THAT YOUR REPRESENTATIVE GIVES TO US.

WHEN YOU COME INTO THE AGENCY FOR AN INTERVIEW, PLEASE BE SURE TO FURNISH PROOF OF ALL HOUSEHOLD INCOME; FOR EXAMPLE, PAY STUBS AND AWARD LETTERS FOR GOVERNMENT BENEFITS (I.E., SSI OR SOCIAL SECURITY). WE MAY ALSO REQUIRE THE FOLLOWING ITEMS: STATEMENTS OF ALL HOUSEHOLD BANK ACCOUNTS, RENT OR MORTGAGE RECEIPTS AND UTILITY BILLS. HAVING THESE ITEMS COULD SPEED YOUR CERTIFICATION OR RECERTIFICATION. DURING YOUR INTERVIEW, YOUR ELIGIBILITY WORKER WILL ANSWER ANY QUESTIONS YOU MAY HAVE. IF YOU HAVE ANY QUESTIONS, ASK THE ELIGIBILITY WORKER.

DO NOT WRITE IN THE SHADED BOXES

SECTION I HOUSEHOLD INFORMATION

1) NAME OF APPLICANT__________
(LAST) (FIRST) (MIDDLE INITIAL) (MAIDEN)

HOME ADDRESS__________
(NUMBER) (STREET) (APT. NO.)

____
(CITY OR TOWNSHIP) (STATE) (ZIP CODE)

MAILING ADDRESS (IF DIFFERENT)__________ TELEPHONE (IF ANY)__________

APPLICANT'S SIGNATURE__________ DATE__________

2) EXPEDITED PROCESSING

IF YOUR HOUSEHOLD (YOU AND THE PEOPLE WHO LIVE AND EAT WITH YOU) HAS LITTLE OR NO INCOME NOW, YOU MAY BE ABLE TO RECEIVE FOOD STAMPS IN A FEW DAYS. ANSWER THE FOLLOWING QUESTIONS ONLY IF YOUR HOUSEHOLD HAS LITTLE OR NO INCOME, AND NEEDS FOOD STAMPS RIGHT AWAY.

a) HAS ANYONE IN YOUR HOUSEHOLD RECEIVED ANY INCOME SO FAR THIS MONTH? ___YES ___NO

b) DID YOUR HOUSEHOLD'S ONLY INCOME STOP RECENTLY? ___YES ___NO

c) DOES ANYONE IN YOUR HOUSEHOLD EXPECT TO RECEIVE INCOME LATER THIS MONTH? ___YES ___NO

HOW MUCH, AND WHEN?__________

____

(FOR OFFICE USE ONLY)
VERIFICATION OF RESIDENCE (IF NECESSARY):
DATE OF WITHDRAWAL:__________ **DATE CONFIRMED BY HOUSEHOLD:**__________
REASON (IF GIVEN):__________

____
HOW CONFIRMED:__________

____

NEW JERSEY DEPARTMENT OF HUMAN SERVICES - DIVISION OF PUBLIC WELFARE

3) BASIC INFORMATION: List each person for whom this application or recertification is being made. People who live, purchase food and eat with you should be counted as household members. List adults, then the oldest to the youngest child. (DO NOT LIST PERSONS WHO ARE PAYING FOR ROOM AND BOARD).

LAST NAME, FIRST NAME MIDDLE INITIAL	AGE	BIRTHDATE AND BIRTHPLACE	RELATIONSHIP	**SOCIAL SECURITY NUMBER	MARITAL STATUS (OPTIONAL)	LEVEL OF EDUCATION (OPTIONAL)

** The submission of the Social Security Number (SSN) for all household members 18 years and over and those children under 18 years with countable income is mandatory under the Food Stamp Act of 1977 as amended by PL 96-58 (7 U.S.C. 2a 25-F). Your SSN will be used in the administration of the Food Stamp Program to check the identity of household members, prevent duplicate participation and to facilitate making mass changes. Your SSN will also be used in computer matching and program reviews or audits to make sure your household is eligible for food stamps. These procedures are designed to identify persons who fraudulently or wrongfully participate in the Food Stamp Program. Such persons may be subjected to criminal action, civil action, administrative claims and/or possible loss of all benefits. Failure to file for a SSN may result in disqualification for food stamp benefits.

4) NOTE: You can authorize someone outside your household to apply for food stamps for you, or to use them to purchase food for you. If you wish to designate such a person, complete the following information.

____
(NAME OF AUTHORIZED REPRESENTATIVE

______________________________ ______________
(ADDRESS) (TELEPHONE NO.)

5) STUDENTS: List each person in your household who is between the ages of 18 and 60 and is enrolled in an institution of higher education.

	FOR OFFICE USE ONLY		
Household Member's Name	Eligible?	Status Code	Student Status Codes
1.	( ) Yes ( ) No		A. Head of Household (or spouse) who provides more than half of dependent's support B. Employed at least 20 hours per week C. Enrolled in a federally financed work study program D. Enrolled in school as a result of the Work Incentive Program under AFDC-(WIN) E. Less than half-time student or not attending institution of higher education F. Physically or mentally disabled
2.	( ) Yes ( ) No		
3.	( ) Yes ( ) No		
4.	( ) Yes ( ) No		
5.	( ) Yes ( ) No		
6.	( ) Yes ( ) No		

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6) Is any member of your household currently participating in a drug or alcoholic rehabilitation program or residing in a group living facility? ( ) Yes ( ) No If "Yes", list each person.

(1)____________________ (2)____________________

Name of Center____________________ ( ) Nonresidential ( ) Residential

7) Does any member of your household plan to purchase food from a meal delivery service or in a communal dining facility, if eligible? ( ) Yes ( ) No If "Yes", list each person.

(1)____________________ (2)____________________

8) Are you or any member of your family/household an alien? ( ) Yes ( ) No
If "Yes", answer the following:

Alien's Name	Date of Entry	Registration Number
		A
		A

What is the main language spoken in your home?____________________

The following question is asked for research purposes in accordance with the Civil Rights Act of 1964. Refusing to answer will not affect your eligibility for food stamps.

You are:

( ) White (not of Hispanic Origin)
( ) Black (not of Hispanic Origin)
( ) American Indian/Alaskan Native
( ) Hispanic
( ) Asian/Pacific Islander

PLEASE READ: If you do not wish (or are unable) to complete the remainder of this application, a certification worker will help you complete it during the interview. You are not required to complete the rest of this application now.

(For Office Use Only)
Verification of Household Information, if necessary:

SECTION II INCOME

OFFICE USE

9) List all earnings for each household member with a full or part-time job (excluding income from self-employment).

Name	Gross Pay Before Deductions	How Often	Hours Worked Per Week	Name and Address of Employer

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OFFICE USE

10) LIST ANY SELF-EMPLOYED HOUSEHOLD MEMBER(S) AND AMOUNT OF MONTHLY/YEARLY TAXABLE INCOME (APPLICANT MUST FURNISH PROOF OF SELF-EMPLOYMENT COSTS AND INCOME: I.E., LAST YEAR'S FEDERAL INCOME TAX FORMS, IF AVAILABLE).

NAME	MONTHLY INCOME	YEARLY INCOME	TYPE OF SELF-EMPLOYMENT	COST OF DOING BUSINESS

11) LIST ANY HOUSEHOLD MEMBER WHO RECEIVES A TRAINING ALLOWANCE.

NAME	TYPE OF ALLOWANCE	AMOUNT

12) LIST ANY INCOME FROM ROOMERS AND/OR BOARDERS.

NAME	HOW MUCH IS PAID FOR ROOM?	HOW MUCH IS PAID FOR MEALS?	NUMBER OF MEALS PROVIDED	HOW OFTEN?

13) DO YOU OR ANYONE MAKING APPLICATION FOR FOOD STAMPS RECEIVE OR HAVE APPLIED FOR ANY OF THE FOLLOWING:

VERIFICATION

	YES	NO	APPLIED FOR	NAME OF PERSON(S) RECEIVING INCOME	AMOUNT	HOW OFTEN?
UNEMPLOYMENT BENEFITS (UCB OR EXTENDED)					$	
WORKERS' COMPENSATION					$	
SOCIAL SECURITY					$	
DISABILITY					$	
SUPPLEMENTAL SECURITY INCOME (SSI)					$	
VETERAN'S BENEFITS					$	
PENSIONS					$	
SUPPORT					$	
GA PAYMENTS					$	
STEPPARENT CONTRIBUTIONS					$	
OUTSIDE CONTRIBUTIONS					$	
OTHER INCOME					$	
*SCHOLARSHIPS, GRANTS OR LOANS					$	

*HOW MUCH OF THE GRANT, SCHOLARSHIP OR LOAN IS USED TO PAY TUITION FEES CHARGED BY THE SCHOOL? (DO NOT INCLUDE EXPENSES THAT ARE NOT CHARGED BY THE SCHOOL, SUCH AS TEXTBOOKS OR TRANSPORTATION TO GET BACK AND FORTH TO SCHOOL.)

SECTION III RESOURCES

14) DID YOU OR A MEMBER OF YOUR HOUSEHOLD SELL, TRADE OR GIVE AWAY MONEY OR ANYTHING OF SUBSTANTIAL VALUE DURING THE LAST 3 MONTHS?

( ) YES ( ) NO IF "YES", PLEASE ANSWER THE FOLLOWING QUESTIONS:

VERIFICATION

A) TYPE OF RESOURCE	VALUE (AT TIME OF TRANSFER)
1) ______________	$ ______________
2) ______________	$ ______________

B) TO WHOM WAS IT TRANSFERRED? ______________

C) WHY WAS IT TRANSFERRED? ______________

15) DO YOU, YOUR SPOUSE, OR ANYONE FOR WHOM YOU ARE APPLYING HAVE PART OR FULL OWNERSHIP OF REAL PROPERTY WHETHER PURCHASED OR INHERITED? ( ) YES ( ) NO	IF "YES", NAME(S) OF OWNER(S)	VALUE OF PROPERTY	NUMBER OF ACRES
	WHERE LOCATED?	TYPE OF PROPERTY ( ) HOME ( ) HOME & LAND	( ) OTHER BUILDING AND/OR LAND

16) DO YOU OR ANYONE FOR WHOM YOU ARE APPLYING, OR YOUR SPOUSE LIVING WITH YOU, HAVE ANY OF THE FOLLOWING?

CASH ON HAND?	( ) YES ( ) NO	WHO	AMOUNT $
STOCKS OR BONDS?	( ) YES ( ) NO	WHO	AMOUNT $
NAME OF STOCKS AND BONDS			NUMBER OF SHARES HELD
BANK ACCOUNTS, MONEY IN SAVINGS, CHECKING, TRUSTS, CERTIFICATES, CREDIT UNIONS, CHRISTMAS CLUBS?	( ) YES ( ) NO AMOUNT:	IN WHOSE NAME(S)	TYPE OF ACCOUNT
NAME OF INSTITUTION		ACCOUNT NUMBER	

17) LIST ANY VEHICLE(S) OWNED BY ANY HOUSEHOLD MEMBERS, SUCH AS A LICENSED AUTOMOBILE, TRUCK, MOTORCYCLE, BOAT, ETC.

				FOR OFFICE USE ONLY		
MAKE	MODEL/YEAR	USE	AMOUNT OWED	AVERAGE WHOLESALE VALUE	EQUITY	IS VEHICLE EXEMPT?
				/		( ) YES ( ) NO
				/		( ) YES ( ) NO
				/		( ) YES ( ) NO
				/		( ) YES ( ) NO
				/		( ) YES ( ) NO

TOTAL HOUSEHOLD RESOURCES $ ______________

SECTION IV EMPLOYMENT REGISTRATION

18) Names (Between 18 and 60)	Mandatory	Voluntary	Referral/ Registration Dates	Exempt	Verification (Reason)	SUPV.

19) Has anyone in your food stamp household quit a job in the last 60 days?
( ) Yes ( ) No If "Yes", explain why. ____________________

____

____

SECTION V SHELTER COSTS (List Household Expenses for the Following Items:)

20) Shelter Expense	Amount	How Often Billed	OFFICE USE
Rent/Mortgage			
Property Taxes			
Insurance on Home			
Telephone			
Electricity			
Gas			
Oil			
Water			
Sewerage			
Garbage/Trash			
Cost of Installation of Utilities			
Other (Coal, Wood, Kerosene)			

20A) If your household is responsible for payment of utilities in addition to telephone, water, sewerage and garbage collection, your household may use the standard utility allowance (SUA). If it is in the household's best interest, do you want to use the SUA? ( ) Yes ( ) No

20B) Does anyone outside of the household pay or assist with payments of any household expenses?
( ) Yes ( ) No If "Yes", complete below:

Type of Shelter Expense	Paid to Whom	Paid By	How Often Paid

21) Dependent Care Expenses (List payments made for the care of a child or disabled adult). (Include Child Care)

Person Cared For	Provider's Name	Address	Telephone	Monthly Cost

SECTION VI EXCESS MEDICAL AND SHELTER DEDUCTIONS

YOUR HOUSEHOLD (YOU AND THE PEOPLE WHO LIVE AND EAT WITH YOU) MAY BE ABLE TO RECEIVE AN EXCESS MEDICAL AND/OR SHELTER DEDUCTION. ANSWER THE FOLLOWING QUESTIONS TO SEE IF YOU ARE ELIGIBLE FOR THIS DEDUCTION.

22) IS ANYONE IN YOUR HOUSEHOLD 60 YEARS OR OLDER? ( ) YES ( ) NO

23) IS ANYONE IN YOUR HOUSEHOLD RECEIVING SUPPLEMENTAL SECURITY INCOME (SSI) BENEFITS OR SOCIAL SECURITY DISABILITY PAYMENTS? ( ) YES ( ) NO

IF THE ANSWER TO ONE OR BOTH OF THE ABOVE QUESTIONS IS "YES", PLEASE GIVE US THE FOLLOWING INFORMATION:

MEDICAL

24) PLEASE LIST MEDICAL EXPENSES FOR ANY HOUSEHOLD MEMBER WHO IS AGE 60 OR OVER OR WHO RECEIVES SUPPLEMENTAL SECURITY INCOME (SSI) BENEFITS OR SOCIAL SECURITY DISABILITY PAYMENTS.

INCLUDE MEDICAL EXPENSES EVEN IF YOU HAVE THEM ONLY ONE TIME.

	AMOUNT	HOW OFTEN IS THE AMOUNT DUE?
MEDICAL AND DENTAL SERVICES	$	
HOSPITAL OR NURSING CARE	$	
HEALTH INSURANCE AND MEDICARE PAYMENTS	$	
DRUGS PRESCRIBED BY A DOCTOR	$	
DENTURES, HEARING AIDS AND EYE GLASSES	$	
TRANSPORTATION COSTS TO GET MEDICAL CARE	$	
SERVICES OF AN ATTENDANT OR NURSE	$	
OTHER (EXPLAIN)		

25) PLEASE LIST THE NAMES OF HOUSEHOLD MEMBERS WHO HAVE THESE EXPENSES.

26) ARE ANY OF THE MEDICAL EXPENSES YOU'VE LISTED ABOVE PAID FOR, PARTIALLY PAID FOR OR REIMBURSED BY ANOTHER SOURCE OUTSIDE OF YOUR HOUSEHOLD SUCH AS MEDICAL INSURANCE, MEDICARE, PAA OR ANOTHER INDIVIDUAL? ( ) YES ( ) NO

IF "YES", WHICH EXPENSE(S) DO THEY PAY? HOW MUCH DO THEY PAY?

SECTION VII ANTICIPATED CHANGES

27) IF ANY HOUSEHOLD MEMBER(S) EXPECT(S) ANY CHANGE IN CIRCUMSTANCES IN THE NEAR FUTURE, PLEASE EXPLAIN BELOW. INCLUDE ANY CHANGE IN INCOME; HOUSEHOLD SIZE; CHANGE IN RESIDENCE; SHELTER COSTS; OR THE PURCHASE OR SALE OF AN AUTOMOBILE.

Penalty Warning

If your household receives food stamps, the rules below will govern their use. Any members of your household who purposely violate any regulation may be barred from participation in the Food Stamp Program for a period between 1 month and 2 years, and may be fined, imprisoned, or both.

DON'T give false information, or hide information, in order to receive or continue to receive food stamps.

DON'T give or sell food stamps or authorization cards to anyone who is not authorized to use them for your household.

DON'T alter or change food stamps or authorization cards.

DON'T use food stamps to buy ineligible items, such as alcoholic drinks and tobacco.

DON'T use any food stamps your household was not entitled to receive.

DON'T cheat or take part in any dishonest act to get food stamps your household isn't entitled to receive.

DON'T transfer resources to a non-household member in order to apply for and receive food stamps.

Signature

I understand the questions on this application. My answers are correct and complete to the best of my knowledge and belief. I understand that I must be interviewed, and that I must cooperate with the Food Stamp office. I understand the penalty for hiding or giving false information or breaking any rules listed in the penalty warning. I understand that I may have to provide documents to prove what I've said. I agree to do this. If documents are not available, I agree to give the name of a person or organization the Food Stamp office may contact to obtain the necessary proof. I understand that I must report any change in income and/or medical expenses of more than $25, all changes in household composition, changes in residence and the resulting change in shelter costs, a purchase of a vehicle or an increase in my household's resources (savings and checking accounts, cash on hand, stocks or bonds, lump sum payments, any cash deriving from the sale or trade of a vehicle) if they reach or exceed my maximum resource limit. I also understand that I may request a Fair Hearing of the decision made on my application for food stamps. If I need more information concerning food stamps, I can contact the County Food Stamp Office.

I understand that I or my representative may request a Fair Hearing either orally or in writing if I disagree with any action taken on my case. My case may be presented at the hearing by any person I choose.

______________________________	______________
(Signature of Applicant or Authorized Representative)	(Date)
______________________________	______________
(Witness - If Applicant Signed With an "X")	(Date)
______________________________	______________
(Certification Worker)	(Date)

We will consider this application without regard to race, color, creed, sex, national origin, marital status, handicap, age, or political belief.

New Jersey Department of Human Services • Division of Public Welfare

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Form Approved
OMB No. 2502-0204

U.S. DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT
HOUSING – FEDERAL HOUSING COMMISSIONER

CERTIFICATION/RECERTIFICATION OF TENANT ELIGIBILITY

Section 8, Section 236, Section 221(d)(3) Below Market Interest Rate (BMIR), Rent Supplement, Rental Assistance Payment (RAP) and Low-Income Public Housing Programs. For Instructions, refer to Handbooks 4050.4, 4350.3, 7420.7 and 7465.1.

SAMPLE

PART I – GENERAL AND TENANT INFORMATION

1. Report Type *(Enter one Code)* ☐
   - 1 = Initial Certification
   - 2 = Scheduled Recertification
   - 3 = Gross Rent Change
   - 4 = Interim Recertification
   - 5 = Other Unscheduled Adjustments

2. Program Type *(Enter one Code)* ☐
   - 1 = Section 8
   - 2 = RAP
   - 3 = BMIR
   - 4 = Rent Supplement
   - 5 = Section 236
   - 6 = HUD Owned
   - 7 = Low Income Public Housing

3. PHA or Project Name

4. Project Number *(FHA/PH/EH)* ▶

5. Section 8 Project Number ▶

6. Previous Housing Initial Certification ONLY *(Enter one Code)* ☐
   - 1 = Substandard
   - 2 = Without or About to be Without Housing
   - 3 = Standard
   - 4 = Leasing in Place

7. Displacement Status - Initial Certification ONLY *(Enter one Code)* ☐
   - 1 = Government Action
   - 2 = Natural Disaster
   - 3 = Private Action
   - 4 = Not Displaced

8a. Minority *(Enter one Code)* ☐
   - 1 = White
   - 2 = Black
   - 3 = American Indian or Alaskan Native
   - 4 = Asian or Pacific Islander

8b. Ethnicity *(Enter one Code)* ☐
   - 1 = Hispanic
   - 2 = Non-Hispanic

9. Household Status *(Check as many as apply)*
Head/Spouse is: a.☐ Age 62 or over b.☐ Disabled c.☐ Handicapped d.☐ None of the Previous

PART II – HOUSEHOLD COMPOSITION

10 Fam Mbr No	11a. Last Name of Household Member	11b. First Name of Household Member	11c. M.I.	12 Relationship	13. Sex	14. Nationality
Head			☐	H	☐	
2			☐	☐	☐	
3			☐	☐	☐	
4			☐	☐	☐	
5			☐	☐	☐	
6			☐	☐	☐	
7			☐	☐	☐	
8			☐	☐	☐	
9			☐	☐	☐	

Fam Mbr No	15 Place of Birth 15a U.S. City or Foreign Country	15b US State	16 Date of Birth MM	DD	YY	17 Occupation	18 Alien Registration No. or Social Security No.
Head							
2							
3							
4							
5							
6							
7							
8							
9							

19 No. of Family Mbrs ☐
20 No. of Minors ☐

PART III – INCOME

21 Fam Mbr No	22 Wages, Salaries, etc.	23 Social Security, Pensions, etc.	24 Public Assistance	25 Income From Assets	26 Other
Head					
☐					
☐					
☐					
☐					
☐					
☐					
27 Total					

28 ANNUAL INCOME →

PART IV – NET FAMILY ASSETS

Type	Amount
29 TOTAL NET ASSETS	
30 Ten Percent *(10%)* of Item 29	

PART V – ELIGIBILITY

31 Eligibility Income	
32 Income Limit Amount	
33 Income Type *(Enter Code)*	☐

PART VI – INCOME AFTER ALLOWANCES

34 Fam Mbr No	34a Medical	34b Unusual
Head		
☐		
☐		
☐		
☐		
☐		
☐		
35 Total		
36 3% of Line 28		

37 Allowable Medical *(Line 35 minus Line 36)*	
38 Total Unusual	
39 Allowance for Minors *($300 x Line 20)*	
40 Total Allowances *(Lines 37 + 38 + 39)*	
41 Income After Allowances *(Line 28 minus Line 40)*	

PART VII – PROJECT RENT INFO.

42 Contract Rent	
43 Utility Allowance	
44 Gross Rent *(Line 42 + Line 43)*	

PART VIII–CALCULATE FAMILY RENT

45 *(Check the percent of Income Tenant will pay per 1981 HCDA)(Not applicable to BMIR)*
☐ 26% ☐ 27% ☐ 28% ☐ 29% ☐ 30%

46 Compute Tenant's rent using form HUD 50059a or the instructions for this item

PART IX – FAMILY RENT & SUBSIDY INFO.

47. Did 1981 HCDA limitations affect Tenant's rent? ☐ Yes ☐ No

48 Net Family Contributions *(If Negative, enclose in parentheses.)*	
49 Gross Family Contribution *(Line 48 + Line 43)*	
50 Assistance Payment *(Sec. 8, RAP and Rent Supp. ONLY) (Line 42 minus Line 48)*	

PART X – UNIT ASSIGNMENT

51 Original Move-In Date MM DD YY
52 Effective Date of This Certification/Recertification MM DD YY
53 Scheduled Effective Date of Next Recertification MM YY
54 No of Bedrooms
55 Unit Number/Letter
56 County Code *(Section 8 Existing, Moderate Rehabilitation ONLY)*
57 Census Tract *(Sec. 8 Existing, Mod. Rehab.)*
58a Street Number
58b St. No Suffix
58c. Pre-Direction
58d St. Name
58e Street Type
58f Post Direction
58g City Name
58h State Code
58i ZIP Code

PART XI – TENANT(S)/OWNER/PHA OFFICIAL CERTIFICATION

PRIVACY ACT STATEMENT - The information on this form is being collected by the Department of HUD to determine an applicant's eligibility, the recommended unit size, and the amount of contribution by the tenant(s). It will be used to provide the basis for managing the programs covered by this form, for protecting the Government's financial interest, and for verifying the accuracy of the information furnished. It may be released to appropriate Federal, State and local agencies when relevant, to civil, criminal or regulatory investigators or prosecuters. It is not mandatory to provide social security numbers. However, failure to provide any other information may result in a delay or rejection of your eligibility approval. The Department is authorized to ask for this information by the U.S. Housing Act of 1937, as amended, 42 U.S.C. 1437 et seq., the Housing and Community Development Amendments of 1981, P.L. 97-35, 85 Stat., 348, 408. **TENANT(S) STATEMENT** - I/We certify that the statements in Parts II, III, IV, and VI above are true and complete to the best of my/our knowledge and belief. I/We understand that false statements or information are punishable under Federal Law.

(Signature of Head of Household) *(Date)*

(Signature of Spouse) *(Date)*

OFFICIAL'S STATEMENT - I certify that the information on this form has been verified as required by Federal Law and the family is eligible to live in the dwelling unit.

(Signature of Owner/PHA/Representative) *(Date)*

HUD 50059 (7-82)
(HB 4350.4, 4350.3, 7420.7 & 7465.1)

ORIGINAL - COMPUTER ENTRY COPY HANDLE PER INSTRUCTIONS

U.S. DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT
HOUSING - FEDERAL HOUSING COMMISSIONER

WORKSHEET FOR COMPUTING NET FAMILY CONTRIBUTION
SECTION 8 PROGRAM

NAME OF TENANT	UNIT NUMBER	NAME OF PROJECT

SAMPLE

PART A. TENANT INCOME AND RENT RATIO INFORMATION

A-1 ______ Monthly Income *(Item 28 divided by 12)*
A-2 ______ Monthly Income After Allowances *(Item 41 divided by 12)*
A-3 ______ 1981 HCDA Rent-to-Income Ratio *(Item 45)*

PART B. FAMILY CONTRIBUTION REQUIRED BY 1981 HCDA RENT FORMULAS *(Complete only one box under this Part. Pick the box that represents the utility arrangement that will apply to this tenant.)*

NO UTILITY ALLOWANCES	WITH UTILITY ALLOWANCES
B-1. ______ A-2 times A-3	B-1. ______ A-2 times A-3.
B-2. ______ 10 percent of A-1.	B-2. ______ 10 percent of A-1.
B-3. ______ Welfare Rent *(Applies only in as-paid States)*	B-3. ______ Welfare Rent *(Applies only in as-paid States.)*
B-4. ______ Net Family Contribution. Enter largest of B-1, B-2 or B-3 *(If applicable)*.	B-4. ______ Gross Family Contribution. Enter largest of B-1, B-2 or B-3 *(If applicable)*.
If the revised (7-82) Form HUD-50059 was or is being used to convert a Tenant from the Rent Supplement to the Section 8 program, go to Item 47 of Form HUD-50059. For other Tenants, go to Item 47 of Form HUD-50059 if the tenant moved in on or after 8-1-82, otherwise, go to Part C of this Form.	B-5. ______ Utility Allowance *(Item 43)*. B-6. ______ Net Family Contribution, *(Enter B-4 less B-5)*. *(Enclose negative amounts in parentheses.)*

PART C. LIMITATIONS ON CHANGES IN TENANTS' RENTS

NO UTILITY ALLOWANCES	WITH UTILITY ALLOWANCES
C-1. ______ Current Net Family Contribution	C-1. ______ Current Gross Family Contribution.
C-2. ______ 110 percent times C-1.	C-2. ______ 110 percent times C-1.
C-3. ______ Net Family Contribution as of 7-31-82.	C-3. ______ Gross Family Contribution as of 7-31-82.

Note that the left-hand column uses Net Family Contribution while the right-hand column uses Gross Family Contribution. If B-4 is greater than C-2 or less than C-3, go to Part D of this form. Otherwise, go to Item 47 of Form HUD 50059.

PART D. FAMILY CONTRIBUTION REQUIRED UNDER OLD (PRE-1981) HCDA FORMULAS

D-1. Use the instructions for this form to determine which of the following formulas applies to this family. The lower case letters in the left-hand margin of the instructions correspond to the letters preceding the following formulas. Complete only the Section *(a, b, c, or d)* that applies to this Tenant.

a. Greater of: 25% of A-2 = $ ______ or 15% of A-1 = $ ______	b. 15% of A-1 = $ ______	c. Greater of: 25% of A-2 = $ ______ 20% of A-1 = $ ______	d. 20% of A-1: = $ ______

D-2. $ ______ Enter answer obtained by computing the appropriate formula *(a, b, c, or d of Line D-1)*. *(GO TO PART E.)*

PART E. ISOLATE IMPACT OF 1981 HCDA AMENDMENTS

NO UTILITY ALLOWANCES	WITH UTILITY ALLOWANCES
E-1. ______ NFC per old Rent Formulas. *(Obtain from D-2 above.)*	E-1. ______ GFC per old Rent Formulas. *(Obtain from D-2 above.)*
E-2. ______ 110 per cent of E-1.	E-2. ______ Enter 110 percent of E-1.
E-3. ______ NFC per 1981 HCDA. *(Line B-4)*	E-3. ______ GFC per 1981 HCDA. *(Line B-4)*
E-4. ______ NFC as of 7-31-82. *(GO TO PART F.)*	E-4. ______ GFC as of 7-31-82.

PART F. FAMILY CONTRIBUTION REQUIRED FOR UPCOMING YEAR

NO UTILITY ALLOWANCES	WITH UTILITY ALLOWANCES
F-1. ______ Net Family Contribution. If E-3 is a. Greater than E-1, enter E-3 but no more than E-2. b. Less than E-1, enter E-3 but no less than E-4. c. Equal to E-1, enter E-3.	F-1. ______ Gross Family Contribution. If E-3 is a. Greater than E-1, enter E-3 but no more than E-2. b. Less than E-1, enter E-3 but no less than E-4. c. Equal to E-1, enter E-3.
	F-2. ______ Utility Allowance *(Item 43 from HUD-50059)*.
(GO TO ITEM 47 OF FORM HUD-50059)	F-3. ______ Net Family Contribution. F-1 less F-2. *(Enclose negative amounts in parentheses.)*

ORIGINAL - RETAIN IN PROJECT OR PHA FILE

HUD-50059a (7-82)

BEST COPY AVAILABLE

Form Approved
OMB No. 2502-0204

U.S. DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT
HOUSING - FEDERAL HOUSING COMMISSIONER

WORKSHEET FOR CERTIFICATION AND RECERTIFICATION OF TENANT ELIGIBILITY

INSTRUCTIONS. 1. See Chapter 3 of HUD Handbook Rent Supplement, RAP BMIR, Section 236, and all Section 8 New Construction and Substantial Rehabilitation. 2. Use of Form HUD-50059A is OPTIONAL for Section 8 Existing and Moderate Rehabilitation.

Part A - INCOME ADJUSTMENTS

INCOME DETERMINATION

A-1.	Net Total Family Assets *(If Net Family Assets are less than $5,000, skip to Line A-5)*	
A-2.	Ten percent of Line A-1 above.	
A-3	Income from Assets.	
A-4a.	If line A-2 is greater than Line A-3 check here ☐ and enter difference . . . . . . OR	
A-4b	If Line A-3 is greater than Line A-2 check here ☐ and enter ZERO	
A-5.	Annual Income.	
A-6.	Value of Line A-4 above, if any.	
A-7.	Eligibility Income.	

INCOME ALLOWANCES

A-8.	Total Allowable Medical Expenses.	
A-9.	Total Unusual Expenses.	
A-10.	Allowance for Minors.	
A-11.	Total of Lines A-8, A-9, and A-10.	
A-12.	Income after allowances *(Line A-5 minus Line A-11).*	
A-13.	Monthly Income after Allowances *(Line A-12 divided by 12).*	
A-14.	25 percent of Monthly Income after Allowances *(Line A-13 divided by 4).*	

Part B - SECTION 236 AND RAP

RENT CALCULATIONS

B-1.	PBE amount, if any, if none, enter ZERO.	
B-2	Monthly Income *(from Line A-13).*	
B-3	25 percent of Monthly Income *(from Line A-14).*	
B-4.	25 percent of Monthly Income less PBE *(Line B-3 minus Line B-1).*	
B-5.	20 percent of Monthly Income *(Line B-2 divided by 5).*	
B-6	Basic Rent	
B-7	Basic Rent *(Not including all Utilities)*	
B-8.	Market Rent	
B-9	Market Rent *(Not including all Utilities).*	
B-10	Utility Costs attributable to Unit.	

Part B - SECTION 236 *(NO PBE)*

B-11	Larger of Lines B-3 and B-5	
B-12	But Never more than Line B-8.	
B-13.	Tenant Payment *(Line B-11 but not more than Line B-12)*	

Part B - SECTION 236 *(WITH PBE)*

B-14	Enter Larger of Lines B-4 and B-7.	
B-15.	But Never More than Line B-9.	
B-16	Nor Less than Line B-5.	
B-17	Tenant Payment *(Line B-14 but not more than Line B-15, nor less than Line B-16).*	

Part B - RAP *(NO PBE)*

B-18	Tenant Payment. Larger of Lines B-3 and B-10	
B-19	Assistance Payment *(Line B-6 minus Line B-18).*	

Part B -RAP *(WITH PBE)*

B-20	Tenant Payment. Larger of Lines B-4 and B-10	
B-21	Assistance Payment *(Line B-7 minus Line B-20).*	

Part C - RENT SUPPLEMENT *(NO PBE)*

C-1	Unit Rent *(Basic Rent) (Line B-6 if a Section 236 project)*	
C-2	30 percent of Line C-1	
C-3	Tenant Payment. Larger of Lines A-14 and C-2.	
C-4	Assistance Payment *(Line C-1 minus Line C-3).*	

Part C - RENT SUPPLEMENT *(WITH PBE)*

C-5	PBE Amount	
C-6	Unit Rent *(Not including all Utilities) (Line B-7 if a Section 236 project).*	
C-7	Line C-5 plus Line C-6	
C-8	30 percent of Line C-7	
C-9	Line C-8 minus Line C-5	
C-10	Line A-14 minus Line C-5	
C-11	Tenant Payment. Larger of Lines C-9 and C-10	
C-12	Assistance Payment *(Line C-6 minus Line C-11).*	

RENT CALCULATIONS *(Continued)*

Part D - SECTION 221(d)(3) BMIR *(NO PBE)*

D-1.	Unit Rent.	
D-2	120 percent of Line D-1.	
D-3	110 percent of BMIR Income Limit.	
D-4.	Tenant Payment. If Certification, enter amount of Line D-1.	
D-5.	Tenant Payment: a. If recertification and Line A-7 is less than or equal to Line D-3, enter amount from Line D-1.	
	b. If recertification and Line A-7 is greater than Line D-3, enter amount from Line D-2.	

Part D - SECTION 221(d)(3) BMIR *(WITH PBE)*

D-6.	Unit Rent not including all utilities.	
D-7.	PBE amount.	
D-8.	Line D-6 plus Line D-7.	
D-9.	120 percent of Line D-8.	
D-10.	Line D-9 minus Line D-7.	
D-11.	Tenant Payment. If Certification, enter amount from Line D-6.	
D-12.	Tenant Payment: a. If recertification and Line A-7 is less than or equal to Line D-3, enter amount from Line D-6	
	b. If recertification and Line A-7 is greater than Line D-3, enter amount from Line D-10.	

Part E - SECTION 8 *(NO UTILITY ALLOWANCES)*

E-1.	Enter the sum of total medical + total unusual expenses *(Line 28 and 31 of HUD-50059).*	
E-2.	Enter Annual Income from Line A-5.	
E-3.	Monthly Income *(Line E-2 divided by 12)*	
E-4	Gross Rent.	
E-5.	Enter 25 percent of Annual Income *(Line E-2 divided by 4).*	
E-6.	20 percent of Line E-3.	
E-7.	15 percent of Line E-3.	
E-8.	Enter Total Number of Minors.	
E-9.	Tenant Payment *(Gross Family Contribution):* a. If Line E-1 is greater than Line E-5, check here ☐ and enter amount from Line E-7	
	b. Lower Income Families where Line 47 of form HUD-50059 is before January 1, 1980	
	b1. If Line E-8 is eight or more, check here ☐ and enter amount from Line E-7	
	b2. If Line E-8 is less than eight, check here ☐ and enter the greater amount of Lines E-7 or A-14	
	c. Lower Income Families where Line 47 of form HUD-50059 is on or after January 1, 1980	
	c1. If Line E-8 is eight or more, check here ☐ and enter amount from Line E-6	
	c2. If Line E-8 is less than eight, check here ☐ and enter the greater amount of Lines E-6 or A-14	
	d. Very Low Income Families d1. If Line E-8 is six or more, check here ☐ and enter amount from Line E-7	
	d2. If Line E-8 is less than six, check here ☐ and enter the greater amount of Lines E-7 or A-14	
E-10	Housing Assistance Payment *(Line E-4 minus Line E-9).*	

Part E - SECTION 8 *(WITH UTILITY ALLOWANCES)*

E-11.	Utility Allowance	
E-12	Contract Rent not including all utilities.	
E-13	Line A-14 minus Line E-11	
E-14	Line E-6 minus Line E-11	
E-15	Line E-7 minus Line E-11	
E-16.	Tenant Payment *(Net Family Contribution)* a. If Line E-1 is greater than Line E-5, check here ☐ and enter amount from Line E-15	
	b. Lower Income Families where Line 47 of form HUD-50059 is before January 1, 1980	
	b1. If Line E-8 is eight or more, check here ☐ and enter amount from Line E-15	
	b2. If Line E-8 is less than eight, check here ☐ and enter the greater amount of Lines E-15 or E-13	
	c. Lower Income Families where Line 47 of form HUD-50059 is on or after January 1, 1980	
	c1. If Line E-8 is eight or more, check here ☐ and enter amount from Line E-14	
	c2. If Line E-8 is less than eight, check here ☐ and enter the greater amount of Lines E-14 or E-13	
	d. Very Low Income Families d1. If Line E-8 is six or more, check here ☐ and enter amount from Line E-15	
	d2. If Line E-8 is less than six, check here ☐ and enter the greater amount of Lines E-15 or E-13	
E-17	Housing Assistance Payment *(Line E-12 minus Line E-16)*	

Part F - HUD OWNED

F-1	Authorized Rent	
F-2.	PBE amount if Line F-1 does not include all utilities.	
F-3.	Total of Lines F-1 and F-2	
F-4.	25 percent of Family Income *(Line A-14)*	
F-5.	Tenant Payment *(smaller of Lines F-1 or F-4)*, enter here and on Line 40 of form HUD-50059	

HUD-50059a (8-80)

IX. Supplementary Information Form

SUPPLEMENTARY INFORMATION FORM TO HUD APPLICATION

A. Do you wish to stay in your present housing?

______ yes ______ no

B. Which of the following types of residences best describes where you live now?

______ Hi-Rise/Garden Apartment

______ Duplex/Twin

______ Row Houses/Town Houses

______ Detached Single Family

______ Other ______________________________

C. What is the name, address and telephone number of your landlord?

____
(Name)

____
(Address)

____
(City) (State) (Zip Code)

____
(Telephone)

D. What is your monthly rent? $ ______________

E. Do you pay for any following utilities in addition to your rent; please check which:

______ Gas

______ Electricity

______ Water

______ Heat

Do you have a lease? ____________

Anniversary Date ____________

Parking Fee ____________

Security Deposit ____________

SAMPLE

SECTION # 8 RENTAL ASSISTANCE PROGRAM

Eligibility Worksheet

A. Eligibility Income

Total Assets (Col. 3, Part I Sec. E) ____________________ (a)

$5000 (b)

Annual Income ____________________ (c)

If (a) is less than (b), enter amount from (c) on line 20.
If (a) is greater than (b), enter "Income from Assets" ____________________ (d)

enter 10% of (a) ____________________ (e)

and if (d) is less than (e), subtract (d) from (c) ____________________ (f)

add amount from (e) ____________________ (g)

Enter result here and on line 20 ____________________ (h)

If (a) is greater than (b) and (d) is greater than (e) enter amount from (c) here and on line 20 ____________________

B. Gross Family Contribution

Annual Income ______________ ÷ 12 = ____________________ (a)

______________ x 10 = ____________________ (b)

(l-1)

Income after Allowances

______________ ÷ 12 = ____________________ (c)

______________ x 30 ____________________ (d)

Greater of (b) or (d) ____________________ (e)

DATE ______________ NAME ____________________ # ____________________

NEW JERSEY HOTLINE INFORMATION

(Compiled 1983)

ORGANIZATION	SERVICES	TELEPHONE NUMBER
ALA-call	Peer counselling, referrals for alcohol	(800) 322-5525
Alcoholics Anonymous	Peer counselling, referrals	(201) 763-1415 (609) 428-4482
Cancer Information Service	Provides information on all aspects of cancer to the public, cancer patients, and their families on a confidential basis	(800) 638-6694
Child Abuse Hot Line (DYFS)	Referrals, counselling, intervention; For local offices -- see local phone book	(800) 792-8610
Consumer Information	(See separate handout)	(800) 242-5846
Educational Grants Hotline	Provides information on the availability of and requirements for college and vocational education grants to students	(800) 638-6700
Energy Information Hotline	Information about energy conservation	(800) 492-4242
Fair Housing & Equal Opportunity Hotline	Receives citizen complaints of discrimination in housing based on race, color, religion, sex, or national origin	(800) 424-8590
Food Stamps	Provides information on the food stamps program and other welfare programs	(800) 792-9773
HEAP - Home Energy Assistance Program	Financial Assistant Grants to low income families to pay fuel bills	(800) 257-6249
Legislative Information Services	Answers questions on state laws and bills pending in the legislature	(800) 792-8630

NEW JERSEY HOTLINE INFORMATION - 2

ORGANIZATION	SERVICES	TELEPHONE NUMBER
Lifeline	Financial assistance for utility costs for eligible senior citizens	(800) 792-9745
Nursing Homes	Receives complaints about nursing homes and other health care facilities	(800) 792-9770
Parents Anonymous	Peer counselling for abusers and potential abusers	(800) 352-4720
Pharmaceutical Aid	Provides information on senior citizen pharmaceutical aid plan	(800) 792-9745
Public Advocate Citizens Complaints Hotline	Complaints against state organizations	(800) 792-8600
Rent Assistance	Provides information on federally funded rent subsidies for low-income elderly and handicapped persons	(800) 792-8820
Runaway Hotline	Counselling for runaway (24 hours)	(800) 621-4000
Self-help Clearinghouse of New Jersey	A project of St. Clare's Community Mental Health Center provides information referral and consultation on self-help and mutual-aid groups in New Jersey	(800) 452-9790
Senior Citizen Hotline	Advice, referrals, document interpretation (9 am--5 pm Monday through Friday)	(800) 792-8820
Social Security	Help with Social Security, Supplemental Security Income, or Medicare	(800) 272-1111
Veterans Program Information	Provides information on the availability of and requirements for programs and services for veterans of U.S. military	(800) 242-5867

NEW JERSEY HOTLINE INFORMATION - 3

ORGANIZATION	SERVICES	TELEPHONE NUMBER
Victim - Witness Hotline	For victim of violent crimes--information about the Violent Crimes Compensation Board and referrals to other agencies	(800) 242-0804
Women	Crisis counselling & referral services for women	(800) 322-8092

***See your local phone book for additional services:

Yellow pages - look under: Community Services
Social Service Organizations

White pages - look under: New Jersey State of
local community name

COMMISSIONERS

EDWARD A. SMOLEN
CHAIRMAN
CHARLES W. HARRIS
VICE CHAIRMAN
MARY ANN DEMPSEY
CRAIG J. EXELBIRT
CHRIS PADAS
M. ALBERT PLANAS
CHARLES R. RICCIO

HOUSING AUTHORITY
OF THE
CITY OF ELIZABETH
688 MAPLE AVENUE
ELIZABETH, NEW JERSEY 07202
TEL. EL 354-6460

J. WILLIAM FARLEY, JR.
EXECUTIVE DIRECTOR

PATRICIA A. McGANN
DEPUTY EXECUTIVE DIRECTOR

SEYMOUR S. LICHTENSTEIN
COUNSEL

Dear

After processing your application and all allowances deducted according to Section #8 guidelines, 25%of your monthly income comes to
$ ____________

which exceeds your contract rent of
$ ____________

therefore, at this time we cannot offer you any Rental Assistance.

If your income changes or if you have any questions please call this office and we will advise you of your eligibility.

Thank you for your cooperation in preparing your application.

SAMPLE

Very truly yours,

Rental Assistance Program

lp

COMMISSIONERS

ANDREW SWIDER
CHAIRMAN
CHARLES W. HARRIS
VICE CHAIRMAN
MARY ANN DEMPSEY
CRAIG J. EXELBIRT
M. ALBERT PLANAS
MINNIE RICCIO
EDWARD A. SMOLEN

HOUSING AUTHORITY
OF THE
CITY OF ELIZABETH
688 MAPLE AVENUE
ELIZABETH, NEW JERSEY 07202-2890
TEL. 354-6460

RENTAL ASSISTANCE

J. WILLIAM FARLEY, JR.
EXECUTIVE DIRECTOR

PATRICIA A. McGANN
DEPUTY EXECUTIVE DIRECTOR

SEYMOUR S. LICHTENSTEIN
COUNSEL

Dear

You have advised us of your intention to find another apartment. Your present Rental Assistance Contract expires with the ____________________ payment and is due to be renewed ____________________ ________.

Sample

The new apartment must be inspected and approved by ____________________ to allow sufficient time to forward the contracts to your landlord for signature.

If, for any reason, all proceedures are not finalized by this date, subsidy will cease and you will be responsible for the full rent.

If the subsidy is available and approval can be finalized and contracts signed by ____________ __________, your Rental Assistance may resume by ______________________________.

If you have any questions, please call our office.

Sincerely,

Rental AssistanceProgram

LP/mh

COMMISSIONERS

EDWARD A. SMOLEN
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VICE CHAIRMAN
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HOUSING AUTHORITY
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RENTAL ASSISTANCE

J. WILLIAM FARLEY, JR.
EXECUTIVE DIRECTOR

PATRICIA A. McGANN
DEPUTY EXECUTIVE DIRECTOR

SEYMOUR B. LICHTENSTEIN
COUNSEL

Re: Rental Assistance Program
Contract Renewal

Dear

Enclosed please find two Contracts for the Rental Assistance Program for which ______________ ______________________, ______________ Elizabeth, New Jersey has/have been approved.

Please sign both Contracts and return to this office by ______________. We will return one Contract to you to retain for your files.

Rental Assistance Payments will be effective ______________ as follows:

Tenant (Family) Contribution $______
Housing Payment ______
Contract Rent $______

Sincerely yours,

Rental Assistance Program

LP/mh

SAMPLE

Chronicle Occupational Brief **92**

Recreation Occupations

Home Economics Department

[illegible]r County Regional High School District No. 1

4th ed. D.O.T. 195.

People in recreation work are leaders. They spend much of their time encouraging and guiding others in sports, crafts, games, or hobbies. They may work with children, young people, adults, or the elderly. Baseball, dancing, singing, storytelling, handicrafts, skating, marbles, and badminton are some of the skills and pastimes they plan and use in their work. Besides working with people in groups, almost all full-time recreation workers direct seasonal employees, part-time staff, and volunteers. They recruit, train, advise, and evaluate these people.

Recreation workers have enthusiasm and a knack for getting others to enjoy themselves. At the same time they can plan and direct programs. They are teachers, organizers, promoters, planners, counselors, and friends.

Work Performed

Workers in recreation range from group leaders at a small camp to superintendents of all public recreation services in a city. All these workers, however, have jobs related to the recreation and leisure pursuits of people.

Recreation superintendents plan, promote, organize, and run the public recreation services for a city or town. They hire, train, and oversee paid staff and volunteers. They direct plans to buy, design, build, and maintain recreation sites and centers. Superintendents evaluate the work and results of recreation services. They study local conditions and make plans to meet the recreational needs of all ages. As overall superintendents, they also make out budgets and see that each unit spends within its budget. Their staff keeps records of funds, goals, and activities. Superintendents also oversee public relations, and they work with other public or private agencies. They often serve as advisers to local or state governments.

Recreation supervisors work in a public recreation department, a volunteer agency, or similar places such as community centers or swimming pools. They may also be called district directors. They coordinate the work of paid and volunteer staff. Supervisors work to offer a well-rounded program. They try to include music, dance, arts and crafts, nature study, swimming, games, camping, and other recreation pastimes. They may adapt these programs to meet the special needs of their place of work. Supervisors may work, for instance, at a hospital, prison, settlement house, home for children or the aged, or armed services base.

Some supervisors work in a team with other managers or professionals, such as doctors, nurses, social workers, psychologists, and therapists. The team makes sure that all services, including recreation, work together to meet

Recreation workers include leaders who organize clubs or classes at playgrounds, child care centers, or similar places. They guide groups in many activities, from sports and games to arts and crafts or musical programs.

Photo by Marcia Kelley

File under: 4th ed. D.O.T. 195. Social & Welfare Workers (Recreation Occupations)

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special needs of the people served. Supervisors train their workers and evaluate the work they do.

Recreation center directors run programs at recreation buildings, indoor centers, playgrounds, playfields, or day camps. They plan events to serve the interests of people who come to these centers. They also enlist, teach, and assign tasks to the staff and direct their work. Directors oversee the upkeep of centers so that buildings and equipment are safe to use. They collect fees, make out budgets, and pay bills. At certain times they turn in financial and service reports.

Directors study the neighborhoods or the people the center serves, and they work to get families and groups to help out in recreation projects. They work under the direction of recreation supervisors and cooperate with the boards or councils that sponsor the center.

Recreation leaders work closely with groups whom they lead and organize. Projects and activities may be arts and crafts, sports, games, music, dramatics, camping, hobbies, or other interests. Leaders work with other staff to hold special events. They help train and direct volunteers and do other tasks under the guidance of directors. They take care of equipment and supplies for group projects.

Leaders study how people like to spend their spare time. They try to bring out the social, mental, creative, and physical potential of each person. They arrange plays, pageants, and music programs. They help with festivals, dances, trips, contests, movies, pet and hobby shows, circuses, and outings. They get groups interested in civic affairs. Mainly, however, their job is to help people enjoy and make the best use of their leisure time.

Recreation specialists teach or lead groups in a special skill or hobby. As a rule they work at more than one center. They may, for instance, teach dancing, tennis, archery, puppetry, or choral singing. They may teach staff and volunteers special skills. Recreation specialists help arrange tournaments or programs featuring these skills. They build up excitement among the players and make sure they enjoy taking part in the programs.

Camp counselors lead children and adults in recreation at camps or resorts. They lead groups in outdoor games, sports, and nature lore. They teach woodcraft, leather craft, basket weaving, and other skills. They keep order and protect campers from risk or danger. Specialists may have a title, such as swimming counselor, drama counselor, or crafts counselor.

Working Conditions

Recreation people work both indoors and outdoors. When inside they may work in craft rooms, gyms, or field houses. Some work in modern, comfortable centers. Others work in makeshift quarters in rundown neighborhoods. When outdoors they may work on bright warm days or on cold and rainy days. Most superintendents and supervisors work in offices. They may travel to centers, playgrounds, or other buildings and sites in a city or in a campus-like setting. Some recreation directors or leaders, who work at an institution or an army base, for instance, may live on the grounds in staff housing.

Hours and Earnings

Recreation workers are busy while others play. During the school year leaders are on the job afternoons and evenings, five days a week. They may have days off in the middle of the week instead of Saturdays or Sundays. In summer they may work any hours—mornings, afternoons, or nights. In large centers most leaders work a forty-hour week. Directors, supervisors, and superintendents may work longer. Their work load dictates how many hours they work and when. They often attend evening meetings.

Beginning pay for recreation leaders may range from $8,000 to $10,000 or more a year. Recreation center directors may earn from about $12,500 to $16,500. The pay of recreation supervisors and superintendents can range from $17,000 to $35,000 or more. As a rule the earnings of workers in private clubs or industry may run $1,000 or $2,000 higher. Earnings of all recreation workers differ with duties, size of staff, geographic location, education, and experience.

Seasonal recreation leaders may earn wages ranging from the minimum wage ($3.35 in 1982) to $10.00 an hour. In small towns that have only one full-time recreation worker the beginning salary might range from $8,000 to $10,000 a year.

Education and Training

Full-time professionals should have a college degree with a major in recreation. A double major, such as drama and recreation, physical education and recreation, or business administration and recreation, is also desirable. Students should get a broad liberal and cultural education through both formal school and experience. They should have good writing and reading skills.

To prepare for this work future recreation professionals should take courses such as recreation theory and practice, behavioral and social sciences, and education methods. They should have a working knowledge of athletics, music, arts and crafts, nature study, dance, drama, and club structure. Work background should include two or three years as a recreation volunteer or worker. Directors as a rule must have at least a year as a leader in a recreation building or other center.

The choice of a college is crucial because programs differ in both content and quality. People should have a good idea of their goals to choose the right school. Schools may offer studies in community recreation, youth agencies or community youth services, park and resource planning, industrial recreation, or outdoor recreation. Many offer a master's and a doctoral degree in recreation administration or other specialties.

Personal Qualifications

Those who plan to become recreation workers must enjoy working with people. They should sense the needs of people and be able to persuade them to take part in activities or projects. Those who plan to work in athletic recreation must have good health and stamina. Specialists who work in arts and crafts, music, or drama should have talents along these lines.

Since recreation workers often direct programs, they should be good planners. They must be able to take both criticism and credit for projects they head. Recreation workers may have to think and act quickly in emergencies, such as an injury to someone playing baseball or diving in a swimming pool. These professionals also need an even temper and the self-confidence to lead and influence others.

Where Employed

Recreation people work in community centers, recreation centers, playgrounds, and youth clubs. They work in hospitals, prisons, and businesses. Many work for public recreation programs. Others work for private firms or agencies.

Most recreation specialists work for city, county, or state recreation departments, parks, or districts. Schools sponsor recreation programs for which school boards hire full-time, year-round staff. Colleges employ recreation faculty as well as campus recreation directors. Apartment buildings and condominiums are a new setting for recreation workers.

Agencies such as the YMCA, YWCA, Scouts, clubs, and other public or private groups employ recreation people. Industries and businesses hire them to plan and lead programs for employees. Hotels and resorts have recreation workers to organize programs for guests.

Recreation for Armed Forces members requires a large number of both civilian and military people to lead programs at posts and bases in this country and abroad. Off-post clubs also have recreation workers.

Hospitals and rehabilitation centers employ recreation workers and others in therapy programs. The American Red Cross has recreation leaders in military hospitals in the United States and overseas. The Veterans Administration has recreation services in its centers. State hospitals have recreational therapy programs for mental patients, those with tuberculosis, and other patients with a long-term illness. Recreation programs in long-term care centers, nursing homes, and other residences for older people need recreation workers.

Employment Outlook

More than 65,000 year-round employees work in recreation agencies. Another 150,000 people are part-time or seasonal workers. Fifty percent of all recreation people work for programs in hospitals, the Armed Forces, industry, youth agencies, and private firms. Although jobs may increase in number through the 1980's, competition will be keen. A recreation major is popular, and the number of college graduates with this major will be twice the number of new full-time jobs.

On the other hand, this field is growing steadily. Population growth, higher incomes, better transportation, and—above all—more leisure time all point to many people looking for ways to enjoy themselves and learn new skills. People are living longer and retiring earlier, adding even more members to recreation programs. Also, more and more firms are starting recreation programs as a benefit for their employees.

Entry Methods

High school students may begin getting experience for a recreation career. They may enroll in a Red Cross course and become a lifeguard at a city swimming pool. They may get jobs as aides in neighborhood centers or playgrounds, or as counselors in Scout, YMCA, YWCA, or other camps. They can also volunteer their services at any number of neighborhood clubs or centers.

In high school, students should join hobby clubs, drama club, or glee club. Sports are also good experience. At the same time they should keep their grades up and take college prep courses.

In their last year of college, students should talk to their placement officer. In some towns college graduates can get jobs as directors or supervisors. In other places, however, they begin as leaders.

The National Recreation and Park Association (NRPA) and the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD) are good sources of information for job seekers. Some students, after they graduate from college, enroll in the NRPA National Internship Program or in similar programs sponsored by several big city recreation departments. A year or more of work adds depth and scope to their college studies. Employers prefer those with a completed internship or six to twelve months of on-the-job training.

Advancement

Recreation leaders may advance to head playground programs or to direct other leaders. Some become recreation specialists. Those qualified may then advance to become assistant recreation directors or recreation center directors. After years on the job, directors may become supervisors and eventually recreation superintendents, who are head of all recreation departments or divisions in a city. Some large cities have assistant superintendents, who take charge when the chief is away. They also may advance to become superintendents.

Some professionals with long experience may join state or federal agencies. Others may become consultants.

Related Occupations

The U.S. Department of Labor classifies recreation superintendents and supervisors with other service industry managers and officials (4th ed. D.O.T. 187.). This group includes hospital administrators, hotel or motel managers, institution directors, convention managers, motion picture producers, building superintendents, and golf club managers.

Recreation center directors and leaders are in a group with people in social and welfare work (4th ed. D.O.T. 195.). They include school social workers, social services and child welfare caseworkers, camp directors, parole and probation officers, and rehabilitation center managers.

People interested in recreation might also explore the work of people in sports, athletics, dance, or physical education. They might look into the jobs of music or art therapists, rehabilitation counselors, or school counselors. Outdoor jobs that might be of interest are those of park rangers, park superintendents, or hunting and fishing guides. They might also consider the work of museum curators or wildlife managers.

For Further Research

Careers in Parks, Recreation, and Leisure Services. $.50.
National Recreation and Park Association
3101 Park Center Drive
Alexandria, VA 22302

Opportunities in Recreation and Leisure. By Clayne R. Jensen. 1982. Illustrated, 160 pages. Covers jobs in recreation as well as related work in industry, tourism, and other fields. $5.95.
VGM Career Horizons
National Textbook Company
8259 Niles Center Road
Skokie, IL 60077

Camp Job Packet. Includes a list of accredited camps, list of ACA sections that handle summer placements, application blanks, and an ACA publications catalog. $6.25.
Publications Service
American Camping Association
Bradford Woods
Martinsville, IN 46151

Sports Instructors. Brief No. 504. $2.00.
Physical Education Instructors. Brief No. 157. $2.00.
Music Therapists. Brief No. 460. $2.00.
Park Rangers. Brief No. 120. $2.00.
You're a What? Cruise Director. Reprint No. R169. $2.00.
Chronicle Guidance Publications
Moravia, NY 13118

Other Sources of Information

American Association for Leisure and Recreation, 1900 Association Drive, Reston, VA 22091

National Park Service, Chief Personnel Officer, U.S. Department of the Interior, Washington, DC 20240

Acknowledgments

Chronicle Guidance Publications appreciates the cooperation of the following who reviewed the information in this brief.

Jeanne Sutton, Director of Personnel, National Recreation and Park Association, 3101 Park Center Drive, Alexandria, VA 22302

Barbara M. Sampson, Ed.D., Executive Director, American Association for Leisure and Recreation, 1900 Association Drive, Reston, VA 22091

Community Contacts:

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Occupations discussed or illustrated should be considered valid or proper for either sex. Addresses of organizations and prices of publications mentioned are subject to change.

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Chronicle Occupational Brief **139**

Occupational Therapy Assistants

Home Economics Department
Union County Regional High School District No. 1

4th ed. D.O.T. 076.

Many people at some point in their life have trouble coping. The causes range from birth defects to aging, from drugs to illness. People burdened with poverty, emotional stress, or physical injury may be unable to carry on a day-to-day routine. Early childhood traumas or cultural pressures make it hard for some people to take charge of their lives.

Occupational therapy helps. In this therapy the patients help themselves by doing things with a purpose. Learning or relearning works best when the learner is actively taking part. Occupational therapy teaches patients how to do something important on their own. In doing this, occupational therapists may prevent, halt, or treat physical or mental illness.

Before they treat patients, therapists study patterns of normal human growth and action. They learn how people get along in the world and what well-being is. Knowing these things, therapists can try to find ways to help people who cannot get along in the world. The goal is to foster independence, confidence, and a capacity for work and play.

Occupational therapists appraise patients or clients, assess their needs, and plan a program for each one. Occupational therapy assistants help carry out these programs.

Work Performed

Certified occupational therapy assistants work under the guidance of registered occupational therapists. These assistants have many tasks to carry out programs to help people learn to lead constructive lives. Occupational therapy assistants work in clinics, hospitals, and health care centers.

Assistants help patients acquire a healthy outlook and confidence by gaining skills to do daily tasks. Assistants and therapists together may give and score tests. They choose projects that will help patients recover their health or adjust to a handicap. Assistants teach and help patients in these projects. They report each patient's responses and progress to therapists and other staff people. Assistants may work with individuals or with groups.

Occupational therapy assistants talk to the patients about their skills and interests and help them choose tasks or hobbies that match. Assistants direct patients in arts and crafts projects, recreation, or social events in order to ease them back into the mainstream of living. At the same time they help preserve the capabilities of the patients and make sure they are safe from further harm.

Since they work closely with the patients, occupational therapy assistants often notice small things that reveal a disability or show its extent. They may offer their views for clinical

Occupational therapy assistants carry out programs planned by occupational therapists. Above, the assistant follows steps in a feeding program especially designed to promote normal swallowing patterns in a child with developmental disabilities.

Photo courtesy of American Occupational Therapy Association

File under: 4th ed. D.O.T. 076. Therapists (Occupational Therapy Assistants)

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To meet the needs of injured or disabled people, assistants may teach them how to adjust to a handicap and learn skills to do daily tasks. The goal is to foster independence, confidence, and a capacity for work and play.

Photo courtesy of Occupational Therapy Department, State University of New York at Buffalo

records. They also may go to staff meetings and voice their observations.

Occupational therapy has many ways to meet the needs of injured or disabled people. Assistants may help patients do woodworking to restore hand grip and strength. They show people in wheelchairs how they can bathe, dress, or prepare a meal. They use games to help children develop balance, coordination, and dexterity. They may make a splint for one who has a bad hand injury.

Therapy may also combine several steps in a program. Assistants may, for instance, teach patients how to run a hand printing press in order to improve manual skills and coordination. Then they might encourage the patients to publish a newsletter in order to give them a medium by which they can meet and relate to others.

Occupational therapy assistants may also help people who are mentally ill. These patients may also benefit from the activities that help physically disabled people strengthen muscles. Assistants carry out programs planned to help mental patients respond normally to failure and success. Activities and therapy work to reduce mental confusion, relieve distress, and foster skills for independent living. Following a routine and getting something done helps patients gain confidence in themselves. Assistants provide help, understanding, and direction without the many pressures found in daily life. Slowly they help patients reach the point where they can withstand these pressures on their own.

Working Conditions

Most of the time occupational therapy assistants work indoors. They may go outdoors to direct a project such as gardening or recreation. A large hospital may have a well-equipped therapy center with painting supplies, weaving looms, sewing machines, and other equipment. Assistants in a nursing home may work in a kitchen showing a patient how to fix a meal. The work can be tiring because therapy assistants are on their feet most of the time. The tasks vary because people and their needs vary.

Hours and Earnings

Occupational therapy assistants as a rule work eight hours a day, five days a week. They may have some evening and weekend assignments.

In 1982 the pay ranged from about $10,500 to $18,000 a year. The average wage is about $12,500 a year. Earnings vary with the workplace, geographic locale, and the background of the assistants.

Education and Training

Technical schools and two-year colleges offer programs for occupational therapy assistants. Many have a two-year program that combines certification and an associate degree. Students must be able to do college work. They must have a high school diploma or the equivalent to enter college. Some schools prefer students with some background in health work.

The American Occupational Therapy Association has set standards for occupational therapy assistants. This group has a list of schools with approved programs.

Most programs for occupational therapy assistants consist of two school years of full-time study. Besides taking basic academic subjects, students learn occupational therapy processes and their purpose. They study the social, cultural, and economic patterns of people and their outlook toward work and leisure. Students also learn medical terms, study human growth, and gain some special skills. They may, for instance, take courses in woodworking, ceramics, weaving, sewing, or applied design and creative arts. Other subjects are child development impairments and disorders that respond to occupational therapy. Students may also learn how to analyze activities and how to make use of volunteers and local resources. In all occupational therapy assistant programs, students practice what they learn by working in a nearby clinic or hospital.

Certification/Licensure

Graduates of a program approved by the American Occupational Therapy Association (AOTA), on passing the required exam, become certified occupational therapy assistants. Certification requires at least two months of supervised clinical education.

A few states require state licensure or certification as well as certification by the AOTA. More states are likely to do so in the future.

Personal Qualifications

Occupational therapy assistants should like people and be able to get them to respond positively. They must be intelligent, mature, and patient. They must have both physical and mental health. And they should be adept in the skills and crafts they teach patients.

Where Employed

Occupational therapy assistants work in hospitals, rehabilitation centers, nursing homes, and schools. They work in outpatient clinics, mental health centers, and research centers. Some work in sanitariums or camps for handicapped children. Others work in home care programs for patients who cannot go to clinics or workshops. Assistants also work for state health departments and in Veterans Administration hospitals.

Employment Outlook

The number of occupational therapy assistants falls short of the demand. The need for their services will grow as preventive health care programs increase and as the public becomes aware of more health care options. Clinics, hospitals, rehab centers, nursing homes, home health care agencies, and schools will need more

The tasks of occupational therapy assistants vary because people and their needs vary. Assistants work in hospitals, rehabilitation centers, nursing homes, and schools. They should like people and be able to get them to respond positively. The assistant above encourages a stroke victim in a self-care program.
Photo courtesy of American Occupational Therapy Association

occupational therapy assistants in the years ahead.

Entry Methods

People who think they would like this work might offer to help out in the occupational therapy department of a hospital. There they will get an idea of what the job is like. They will also get experience they might need for entry into a program of study.

The school, hospital, or clinic at which they study may hire them when they graduate. Some schools have a placement office to help graduates get work. The AOTA may also help them in their job search.

Advancement

Advancement for assistants in a small health care center is limited. To get ahead or to earn more pay, they may go to work for another employer. Large hospitals offer a wider range of duties, staff jobs, and higher pay. These employers, however, may prefer to hire people who have worked for some time.

Assistants can become occupational therapists if they plan ahead and work hard. They must complete a program of study leading to a bachelor's degree. Assistants may get credit for their work experience. They can apply this credit toward the degree in some programs.

Occupational therapy assistants may also advance in their career by working in a specialty. They might focus their skills and knowledge, for instance, in one kind of occupational therapy such as that for mental illness, cerebral palsy, heart disease, or diseases of the elderly.

Related Occupations

The U.S. Department of Labor classifies occupational therapy assistants with therapists (4th ed. D.O.T. 076.). In this group are audiologists, speech-language pathologists, occupational therapists, physical therapists, and music therapists. Others are physical therapist assistants, manual arts therapists, and corrective therapists.

People interested in this kind of work might also consider the work of rehabilitation counselors, prosthetists and orthotists, practical nurses, respiratory therapists, or health physics technicians. They might also explore the work of homemaker-home health aides, nursing assistants, psychiatric aides and technicians, or child care workers in institutions.

Occupations discussed or illustrated should be considered valid or proper for either sex. Addresses of organizations and prices of publications mentioned are subject to change.

For Further Research

Educational Programs in Occupational Therapy. Updated yearly. Single copy free, 25 copies $3.00.
The Occupational Therapist: A Professional Profile. Single copy free, 25 copies $3.00.
Answers to Questions About Occupational Therapy in the Public School System. Single copy free, additional copies $.10 each.

American Occupational Therapy Association
1383 Piccard Drive, Suite 300
Rockville, MD 20850

Opportunities in Occupational Therapy. By Marguerite Abbott and Marie Louise Franciscus. Illustrated. 160 pages. $5.95.

VGM Career Horizons
National Textbook Company
8259 Niles Center Road
Skokie, IL 60077

The Army Occupational Therapy Field Work Experience. A one-page fact sheet. Single copy free to counselors.

Capt. Karen R. Ball, AMSC Personnel Counselor
Walter Reed Army Medical Center
Forest Glen Section
Washington, DC 20012

Careers in Mental Health. A four-page leaflet on the work of occupational therapists, social workers, music and art therapists, rehabilitation counselors, and others. Single copy free to counselors.

Public Inquiries (11A-21)
National Institute of Mental Health
5600 Fishers Lane
Rockville, MD 20857

Occupational Therapists. Brief No. 74. $2.00.
Corrective Therapists. Brief No. 36. $2.00.
Rehabilitation Counselors. Brief No. 279. $2.00.
Occupational Therapy. Reprint No. R264. $2.00.
Rehabilitation Counselors: The Career Doctors. Reprint No. R160. $2.00.

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Moravia, NY 13118

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Suzanne Carleton, Public Information Manager, The American Occupational Therapy Association, Inc., 1383 Piccard Drive, Suite 300, Rockville, MD 20850
Frank Lydic, OTR, Coordinator, Occupational Therapy Assistant Program, Kirkwood Community College, 6301 Kirkwood Boulevard, S.W., P.O. Box 2068, Cedar Rapids, IA 52406

Community Contacts:

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File under: 4th ed. D.O.T. 076. THERAPISTS
3d ed. D.O.T. 079.

OCCUPATIONAL THERAPY

Home Economics Department
Union County Regional High School District No.

A mentally retarded teen-ager cannot use the subway to get to work; an eighty-year-old woman cannot button her dress; a neurologically impaired child cannot grasp a pencil; an accident victim confined to a wheelchair cannot use a public toilet; a mistrustful person cannot deal with a bank teller. The occupational therapist steps in, assesses the abilities of the patient or client, and constructs a series of experiences that will effect desired behavior.

The arts-and-crafts connotation that dogged occupational therapy may have been apt at the time of World War I, when confined TB patients were given paints and brushes to help them pass the time and wounded soldiers were taught basketweaving. It no longer is. Today's occupational therapist is a thoroughly trained professional who is concerned with teaching physically and psychologically handicapped people to perform the tasks of daily living.

"Occupational therapy differs from other therapies in its use of the nonhuman environment for the development of skills, and in its insistence upon experiental learning," says Professor Anne Cronin Mosey, chairperson of the Occupational Therapy Department. "For example, the occupational therapist who aims at developing interpersonal relationships among a group of psychiatric patients might have the group prepare a meal together. They would not simply *talk* in order to solve their problems. Or, working with a stroke patient to restore arm function the occupational therapist would not simply manipulate the involved muscles. He or she might construct a skate

Student interns in occupational therapy may be called upon to construct functional aids such as the device this St. Vincent's Hospital patient is using to don her stockings.

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Vol. IX, No. 1, Fall 1977, page 32. © New York University.

board for arm exercises so that the patient would become involved in the therapy on visual, sensory, and motor levels."

The settings in which occupational therapists have traditionally worked include general and psychiatric hospitals, rehabilitation centers, and extended care facilities. More recently occupational therapists have opened private practices, and they have become involved in community organizations, prisons, and schools.

"In schools we tend to deal with children whose developmental lag is severe or whose orthopedic handicap or emotional disturbance markedly interferes with participation in remedial programs or usual classroom activities," says Dr. Mosey. The occupational therapist will provide direct services to students and advise the teacher of appropriate activities to foster improvement.

Curriculum

The occupational therapy curriculum is organized to reflect the idea that man is a "biopsychosocial" being, and so there is work in physiology, psychology, and sociology in addition to classes that allow students to develop skills necessary for the various kinds of activities they will use in the evaluation and intervention process in the future.

Two basic professional programs, one at the undergraduate level and one for master's degree candidates who have majored in other fields, prepare the student for the national certification exam in occupational therapy. In both cases there are two years of specialization, which includes courses that cover anatomy and physiology, kinesiology, neurology, human growth and development, and socialization of the adult. Other courses survey orthopedic and neuromuscular conditions, medical and surgical conditions, and psychiatric dysfunction. Still additional instruction trains the student to evaluate the disability and ability of the patient or client. Finally, students become proficient at performing those special activities they will use in their work. This includes the ability to create functional aids like splints, the skill to adapt everyday equipment like toothbrushes and eating utensils for use by disabled clients, and the proficiency to direct crafts activities, like ceramics, that will be used therapeutically. Eight months are devoted to full-time fieldwork: six months are divided between experiences in settings that serve a psychiatrically and physically disabled population; and two months are spent in an area of the student's special interest, like a pediatrics floor of a hospital or a burn center.

An advanced M.A. program exists for registered occupational therapists who wish to further their knowledge in particular areas: childhood autism or neurological impairment are examples. At this level, and for the doctorate, students draw on the resources of the university by enrolling in courses offered in the schools of medicine, business, arts and science, and social work.

N.Y.U.'s doctoral program in occupational therapy, which is five years old, is the only one of its kind in the country. Candidates are trained for teaching and for research, which is aimed primarily at assessing the effectiveness of practice.

Home Economics Department
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United States of America

PHYSICAL THERAPISTS

OCCUPATIONAL BRIEF 3d ed. D.O.T. 079.378 **25**

PHYSICAL THERAPISTS 3d ed. D.O.T. 079.378

Introduction

Physical therapy is a health profession concerned with relieving pain and helping persons overcome disabilities resulting from disease and injury. In 1974, approximately 20,000 physical therapists were in the United States. Estimates project a need for approximately 32,000 physical therapists by 1985.

Work Performed

Physical therapists are professionally trained members of rehabilitation teams who help ill and handicapped persons. They work with physicians and other health personnel in evaluating patients' capabilities and disabilities. Using knowledge of patients' medical histories and present state of health or illness, they plan and carry out physical therapy treatment programs.

Physical therapists today treat almost every kind of patient. They work with patients with amputations, burns, cerebral palsy (damage to motor centers of the brain before or during birth manifested by motor incoordination and speech disturbances), heart ailments, and arthritis. They treat people with spinal cord injuries, sprains and strains, multiple sclerosis (chronic, progressive disease of the central nervous system), fractures, nerve injuries, and respiratory and circulatory problems.

In evaluation and treatment, physical therapists may use one or a combination of special procedures. They carry out complicated tests and use therapeutic (healing) effects of exercise, heat, cold, light, water, electricity, sound, and massage. Their major responsibilities are evaluating and treating patients, reporting patient response to care, supervising supportive personnel (physical therapist assistants and aides), and administering physical therapy.

Physical therapists' daily tasks may include teaching supportive personnel, patients, and families how they can help in treatment programs; directing and teaching patients how to walk with braces and prosthetic limbs; and showing patients proper use of canes, walkers, and crutches. They perform massage to reduce swelling and relieve pain; administer hot or cold packs to increase circulation and reduce muscle spasm; and design and carry out therapeutic programs to improve or maintain use of damaged or injured body parts. They may apply heat to a painful joint, give corrective exercise to a patient with curvature of the spine, assist and train a person to use the hands again, and teach a parent how to carry out the child's exercise routine at home. They may use and may teach patients to use pulleys, weights, parallel bars, walking ramps, and stairs.

A physical therapist helping a youngster with cerebral palsy develop her balance, muscle strength, and coordination.
Photo courtesy of The National Easter Seal Society for Crippled Children and Adults

These professionals may also teach patients and families proper use and care of braces and wheelchairs. They provide instruction in posture, body mechanics, and follow-up procedures patients will use at home. They devise and improvise equipment and teach ways of altering home equipment to further treatment goals.

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Besides offering direct patient services, physical therapists serve as instructors in physical therapy programs or courses. They may work as clinical or laboratory researchers in basic sciences, such as anatomy and physiology, or in methods and results of treatment procedures. Physical therapists may also be coordinators of departmental programs or services; or they may be consultants for private or governmental agencies.

The work is never dull. Physical therapists get personal satisfaction from contributing to the rehabilitation of sick, injured, and disabled people. They keep records on the kind and amount of therapy they give each patient and patients' responses. Data may range from a check mark on a form to detailed observations of patients' reactions. These records are important in the whole treatment history of patients. Physicians and other rehabilitation team members use these records to plan initial treatment programs and to make changes according to prospects of recovery and progress. These records also help determine fees for services.

Few physicians truly prescribe physical therapy. Rather, they refer patients to physical therapists for evaluation and treatment. Therapists use their special expertise to choose the most appropriate technique for accomplishing mutually agreed upon goals. Therapists must keep physicians fully informed of any changes in treatment and patients' responses to therapy. Therapists receive referrals from licensed physicians who may be general practitioners or specialists in rehabilitation, orthopedics, neurology, pediatrics, or surgery.

Where Employed

Physical therapists work in many health agencies that specialize in treating special disorders, such as spinal cord injuries, birth defects, or amputations. Some agencies are exclusively for care of children; others for adults. Physical therapists may treat patients in hospitals, nursing homes, or special rehabilitation centers. They may work in special clinics or private offices where they treat outpatients. They also treat patients in homes.

Working Conditions

Duties, techniques, and equipment vary considerably with the establishments where therapists work, patients' treatments, and patients' disabilities. In large physical therapy departments in hospitals, orderlies, aides, physical therapist assistants, and clerical workers also serve or care for patients. Physical therapists frequently train and supervise these workers. In most departments and clinics, several patients may undergo treatment at the same time. Physical therapists may exercise a patient's arm, while observing another patient doing leg exercises in a whirlpool bath or yet another receiving heat treatments.

Hours and Earnings

Most physical therapists work forty hours a week. Vacations vary from two to four weeks a year, according to length of service and employer policies. Fringe benefits are similar to those in other industries and may include health insurance, retirement and pension plans, and sick leave.

Salaries compare favorably with those of other health service professions. Starting salaries for physical therapists with no previous experience range from $8,000 to $11,000 a year. Salaries vary considerably with responsibilities and geographic location. Top practitioners concentrating in education and administration earn more than $16,000 a year. Those with private practices have greater incomes.

Personal Requirements

Aspirants to this profession should be well-adjusted emotionally, be in good health, and have considerable energy, a sense of humor, unlimited patience, and a sincere desire to help other people. They should like to work with their hands, have at least moderate manual dexterity, be cheerful, and be able and willing to get along with others.

Like all health professions, physical therapy is constantly changing. Physical therapists, therefore, must take advantage of continuing education. Efforts directed toward self-improvement will assure them of their continuing expertise in delivering quality health care.

High School and the Job

While in high school, physical therapist aspirants should complete a college preparatory program. Generally, students completing this program have some scientific preparation. Biology, chemistry, and physics are included during the first two years of college as prerequisites to physical therapy curricula, so persons can complete their physical science requirements then. Students find these courses helpful in understanding properties of heat, electricity, and mechanical devices used frequently in therapeutic work. Courses in biology and health contribute to understanding of the body and its organs, tissues, and functions. When working with patients and other workers, these specialists must be able to express themselves clearly and well. Consequently, a sound knowledge of English and other communications skills is important.

Educational Requirements

Persons can obtain physical therapy training in one of three kinds of educational programs.

The *degree program* is a four-year program of study leading to a bachelor's degree. Lower division college students may transfer to the degree program, usually at the beginning of the third year. They should confer with the physical therapy program director as early as possible to make detailed arrangements for transfers. The degree program incorporates two years of general college subjects designed to give a broad educational background (humanities and social, biological, and physical sciences) with two years of professional education, including theory and practice of physical therapy and supervised clinical experience in the care of patients. A few universities offer a degree program allowing transfer to professional work at the end of the third year. The final year is a concentrated professional program of studies.

Admission requirements vary among schools. Students should write to physical therapy program directors of schools they wish to attend early in their college career to get specific information on requirements, tuition costs, and other details.

The *certificate program* offers college graduates twelve to eighteen months of concentrated physical therapy education. Schools accept applicants who already have a bachelor's degree and have taken required courses.

Several universities now offer a *master's degree program* in physical therapy. Students working toward a master's degree receive all basic physical therapy education and also gain expertise in special skills, such as administration and research design.

Educational Opportunities

Physical therapy aspirants should attend programs accredited by the Council on Medical Education of the American Medical Association in collaboration with the American Physical Therapy Association. A list of schools offering accredited programs is available from the American Physical Therapy Association, 1156 Fifteenth Street, N.W., Washington, DC 20005; or the Council on Medical Education of the American Medical Association, 535 North Dearborn Street, Chicago, IL 60610.

With the skilled help of a therapist, a youngster with cerebral palsy is making steady progress toward learning to walk by herself.

Photo courtesy of The National Easter Seal Society for Crippled Children and Adults

State Licensure and Registration

Licensure or registration is required for practice in all states. Students desiring information on licensure requirements in a specific state may write directly to the Board of Medical Examiners of the state in question.

Advancement Opportunities

Beginners start as staff physical therapists. With proper skills, experiences, and opportunities, they may become supervisors, consultants, administrators, or educators. Other promotions are possible as workers earn recognition as experts in treating specific diseases or disabilities. Therapists who wish to advance to positions of greater responsibility should have an advanced degree and several years of clinical experience.

Employment Outlook

According to both the U.S. Department of Labor and the American Physical Therapy Association, opportunities are excellent for qualified physical therapists. They are in demand, and all signs point to the likelihood of continued demand. The number of home visits by physical therapists has increased, and physical therapy services in nursing homes are expanding. Many rural hospitals are adding physical therapy departments, and many new hospitals will add these professionals to their staffs.

Related Occupations

Persons interested in the physical therapist occupation should consider related occupations in nursing, X-ray, and related services; medical, veterinary, and related services; materials analysis and related work; child and adult care; therapeutic and related work; and supervisory and instructive work. Some specific occupational titles are medical assistant, dental assistant, optometrist, speech pathologist, medical technologist, medical laboratory assistant, practical nurse, child care worker, recreational therapist, music therapist, auxiliary personnel supervisor, and therapeutic dietitian.

For Further Reading

Physical Therapy as a Career. $1.00.
Park Publishing House
516 Viewridge Drive
Angwin, CA 94508

Physical Therapy. $.25.
Channing L. Bete Company, Inc.
P.O. Box 112
Greenfield, MA 01301

Your Career in Physical Therapy. $4.79.
Julian Messner, Division of Simon & Schuster, Inc.
1 West Thirty-ninth Street
New York, NY 10018

Role of the Physical Therapist in Special Education. Single copy free to counselors.
Library
National Easter Seal Society for Crippled Children and Adults
2023 West Ogden Avenue
Chicago, IL 60612

Careers in Physical Therapy. Single copy free.
American Physical Therapy Association
1156 Fifteenth Street, N.W.
Washington, DC 20005

Opportunities in Physical Therapy. $2.45.
Vocational Guidance Manuals
620 South Fifth Street
Louisville, KY 402C2

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Thelma M. Holmes, R.P.T., M.P.H., Associate Professor, Department of Physical Therapy, Box 209, J. Hillis Miller Health Center, College of Health Related Professions, University of Florida, Gainesville, FL 32610.

Ed J. Ashley, Ed.D., Associate Chairman, Department of Physical Therapy, School of Allied Health Professions, Loma Linda University, Loma Linda, CA 92354.

Don Lehmkuhl, Ph.D., Assistant Director, Department of Allied Medical Professions and Services, American Medical Association, 535 North Dearborn Street, Chicago, IL 60610.

Community Contacts:

Materials used in this Brief relating to males or females, such as illustrations, names, and personal pronouns, apply to both sexes. Occupations discussed should be considered valid, advantageous, or proper for either sex.

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Home Economics Department
[illegible] County Regional High School District No. 1

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3d ed. D.O.T. 187.

YOU'RE A WHAT?

CRUISE DIRECTOR

Most people may be inclined to label the job of cruise director as a "glamour" job—somewhat of a cross between a career in travel, in the entertainment field, and in the resort industry. Even before *The Love Boat* television series, the average person was likely to imagine that being a cruise director was more like fun than work.

In reality, these shipboard professionals work very hard. They don't know what a 9-to-5 workday is like, since they work an average of 16 hours daily. They direct large staffs that each day stage a decathalon of events—activities such as shuffle board tournaments, dance lessons, exercise classes, golf clinics, shore excursions, lectures, and a myriad of other pastimes.

Yet, there are many attractions to life as a cruise director, including challenge, variety, travel, and an unusual workplace. To find out what a cruise director does while at sea and work, we talked to Tony Noice, cruise director for Sitmar Cruises, in a brief interlude while he regained his land legs and vacationed at home. (Where else?)

OOQ: How did you get started as cruise director?

Noice: I was appearing in a nightclub show in the Bahamas when a cruise director on one of the ships in port broke his leg. An official of the com-

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pany who ran the cruise line called me since I had worked as an entertainer for the cruise line before. He said, "Can you take over as cruise director?" And I said, "Sure." Since 1975 it's been my main job, but I'd done cruise directing for 15 to 18 years prior to 1975 for much shorter periods of time.

OOQ: What are your main duties as cruise director?

Noice: My job is to supervise all aspects of the cruise other than the navigation and hotel services. I plan and direct the entertainment, shore excursions, religious services, and all recreational activities. Of course, I have the assistance of a large staff of some 55 to 60 persons consisting of about 12 to 15 musicians, 6 actors and entertainers, and various assistants. My chief duty is to make sure that the cruise is enjoyable and lives up to the dream vacation that the guests envision.

OOQ: The last job duty sounds a little vague—how do you know what their dreams are—can you explain a little?

Noice: Sure. This is a crucial task which every cruise director understands or should understand. The cruise director must create a dream-come-true atmosphere filled with spontaneity and a feeling of having a marvelous time. So, we plan a range of activities to please and entertain all of our guests—who number, on the average, 900 persons. As you know, people can be very different and enjoy different things so we have a lot of variety—something for everyone. And, we have lots of help: The ship's abundant supply of gourmet food, recreational facilities—such as swimming pools, and game rooms—discos, theaters, and round-the-clock room service.

OOQ: How many cruise directors are there in the United States?

Noice: About 35 ships use cruise directors, but there may well be 200 to 300 cruise directors. Many of these cruise directors work only a few months of the year on board the cruise ship and work at other jobs for the rest of the year. They work as actors, actresses, singers, and entertainers in the months ashore.

OOQ: How much time do you spend at sea and what do you do during the time you spend ashore?

Noice: I work from 6 to 9 months of the year as cruise director aboard the S.S.T. Fairwind or S.S.T. Fairsea. For the remaining months of the year I go back to New York where I audition for musicals and plays. Occasionally I do public relations tours for Sitmar Cruises which take me to cities around the country.

OOQ: What training did you have to prepare you?

Noice: None, as far as cruising is concerned—but a lifetime in front of audiences. Most cruise directors have backgrounds in entertainment, but that's not mandatory by any means. A cruise director does need to be an extrovert, personable, well-organized, and also have a flair for administration, since there are so many details to be coordinated. The administrative half of the job is important, but most people can pick that up. The really important thing, as I mentioned before, is being able to successfully fulfill this dream ideal of the cruise goer.

OOQ: Even if the cruise director is successful in creating a dream world for the guests, life can't be all fair skies and shining seas for cruise directors. There must be some bad aspects of the job.

Noice: Well you are always in the public eye. And you are at work for as long as you are awake—about 16 hours a day. There's no such thing as a day off. If you like that sort of life, it's marvelous; but if you don't, it's terrible.

OOQ: How about seasickness? Do cruise directors suffer from it?

Noice: Well, some get it and some don't. If you don't, that's great. But if you do, you take your seasickness pill and go to work.

OOQ: What are some of the good aspects of the job?

Noice: The cruise director lives as a passenger so you live very well. The food is always good and the working conditions are pleasant.

It's a good life for actors, actresses, and entertainers since it's very steady work. Also, as a cruise director a person from the entertainment field fulfills one lifelong dream, of sorts. Not only is it a chance for steady work, but it also provides a full complement of musicians, entertainers, and stage over which the cruise director has complete control.

OOQ: What's the salary of a cruise director like?

Noice: The range for cruise directors, I would say, is about $250 per week for a small ship to $1000 a week for a large one. Of course, you must remember the cruise director incurs no living expenses such as for food or housing while on board. All this is provided.

OOQ: Are there positions which can prepare a person for the job of cruise director?

Noice: Cruise assistants' jobs generally would acquaint an individual with the detail a cruise director handles. Cruise assistants have all kinds of backgrounds, but a useful preparation may be a degree in recreation. There's a big turnover in jobs as assistants because they work hard and don't earn much—about $125 to $200 per week depending on the size of the ship. And that's for a 16-hour day.

Cruise director is an important position aboard a ship and so no employer is going to take a chance on hiring a stranger. You must be fairly well-known in the cruise world to get hired and one good way to get this qualification is by working on board as an entertainer. Or you can also become a cruise assistant and work your way up, but this may be more difficult to do.

Gail M. Martin, an OOQ staffwriter, interviewed Mr. Noice.

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United States of America

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Home Economics Department
Union County Regional High School District No. 1

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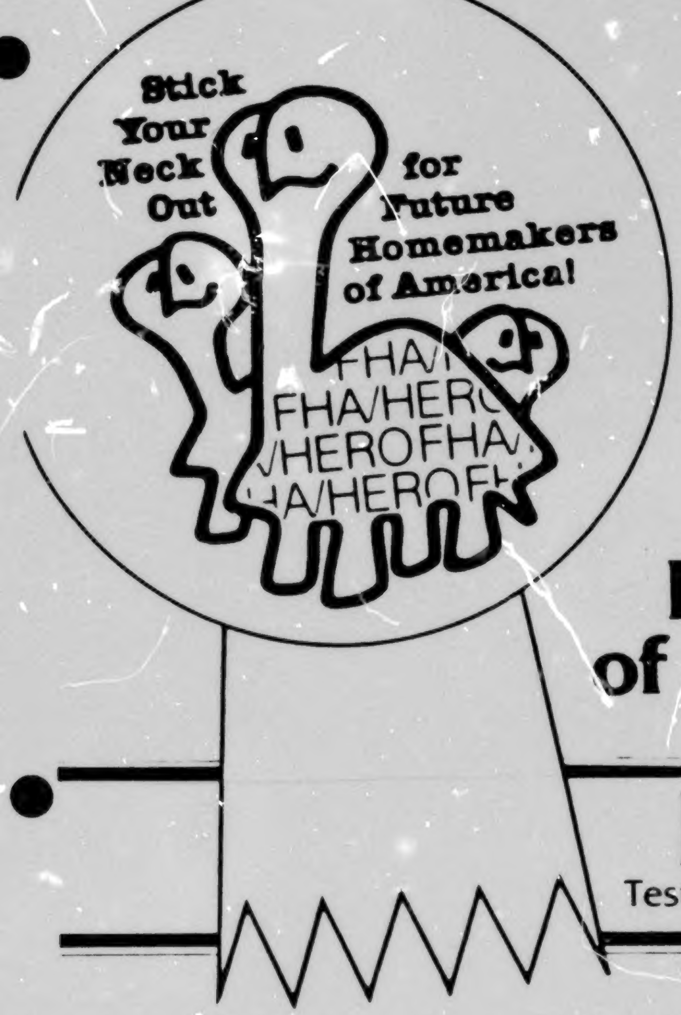

"Stick Your Neck Out" About Leadership? Future Homemakers of America Does!

Its New National Headquarters and Leadership Center Is Testimony to A Belief in Youth Potential

MANY organizations build new buildings. But Future Homemakers of America's ove last month into its own, newly esigned center in Reston, Virginia, more than a change of address. It as significance! It's a statement bout Future Homemakers of merica—its past dedication to outh leadership and its recommit ent to a future providing more op ortunity, for young people in home onomics to experience leadership.

Discussing leadership with Fu ire Homemakers of America youth and adults is to know they mean something different than election and training of officers. "We feel every young person has potential for some kind of leadership," says Mildred Reel, executive director of the organization. The kind of leadership Future Homemakers of America centers on is the development of an ability to help others see themselves as leaders. In this kind of leadership comes understanding, a belief that people are leaders when they give input into a situation and make things happen.

Yes, There are Officers

In the traditional fashion, Future Homemakers of America elects officers at the national, state, district, and local levels. Through training they take seriously their roles of leading others to leadership. Involvement of members in the planning, design, and carrying out of action projects based on their own concerns is a way of working in Future Homemakers of America. One officer, a president of her chapter at Carrizozo High School, New Mexico, looked back on the uniqueness of this experience when she accepted a first Distinguished Volunteer Award at the White House this past year. Brigitte Sandoval calls Future Homemakers of America the place "where I really learned to work with others—to take a leadership role." She was one of only two teenagers to receive the recognition from a nominee list of 2,000 nationally. Her efforts, according to the General Federation of Women's Clubs giving the award, significantly strengthened her community.

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ture Homemakers of America is a nonprofit national tional student organization of approximately 000 young men and women in public and private s through grade 12. Its nearly 12,500 chapters as an integral part of the home economics education program. There are 51 state associations including District of Columbia, Puerto Rico and the Virgin Islands. Its goal is to help youth assume active roles in so through home economics education in areas of per al growth, family life, vocational preparation, and munity involvement.

Youth Can Lead

Seeing potential in young people has been the guiding theme of Future Homemakers of America over the 37 years since its founding. One of the early home economics leaders, Edna Amidon, then chief of home economics in the former U.S. Office of Education, and now an octogenarian, helped to set the organization upon a course somewhat visionary for the time. According to Executive Director Reel, Ms. Amidon really believed in the development of young people's leadership ability. Her thinking was that everyone has something to contribute and you build on that. Following in this line, she saw the strengths a youth organization could give home economics

Leadership Is A Process

In an adult-dominated world, youth often find little chance to show what they can do. Mildred Reel, who has been working with youth her entire career, feels "few young people are listened to or have influence in meeting with adults." Future Homemakers of America has come to be known as an organization "of youth, for youth and by youth." Nowhere is this more evident than at the organization's Na

for adult teacher advisers preparing for or reinforcing their skills of working with youth. Youth members in their consumer and homemaking FHA chapters and HERO (home economics related occupations) chapters successfully combine home economics classroom learning with hands-on organization experience. When youth are given "guidance and encouragement, and are allowed to be creative," says Ms. Reel, "they almost literally move mountains—such as a community campaign to win a yes vote on a school bond issue to renovate a local high school." In the organization's own fund raising drive to build the new National Headquarters and Leadership Center, FHA/HERO members raised more than $300,000 last year!

"You have to start somewhere in order to become a leader," says Ms. Reel. "It's not automatic! You start being interested in a committee. You start working in a group. You start by having people to help you see you have self-value." In Future Homemakers of America's handbook for leaders, *Youth-Centered Leadership*, the process is described as "reaching out and sharing" and learning "to give and take." In what Future Homemakers of America calls youth-centered leadership:

- Adults serve the organization as facilitators.
- Each member contributes to the chapter's growth and success.
- Chapter business takes more time but it encourages member participation, cooperation, and team work.
- Officers and members share in planning, carrying out, and evaluating chapter work.
- Autocratic leadership may get quick results but squelches enthusiasm, creativity and participation.

Learning to Plan

A number of years ago in the organization, a national program of work delineated a number of themes and topics for chapter action. While every chapter made its own selection, it became clear that projects lacked depth and created little pride of ownership because they were passed down from the top. The national organization worked with youth to develop and teach a proc

(Left) Monya Frazier, last year's national president of Future Homemakers of America, broke ground for the new National Headquarters and Leadership Center as work on the Center began in September 1981. Future Homemakers of America joins other leading educational associations in Education Park in Reston, Virginia.

Official opening of the Leadership Center (pictured below) is to be celebrated in July 1983 when the organization holds its 38th [illegible] Leadership Meeting in Washington

Springfield, Tennessee, will lead the ceremonies.

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YOUTH-CENTERED LEADERSHIP

Resource tool.

Future Homemakers of America has developed its own handbook around the concept of youth-centered leadership. It includes how-to's, management tips, planning steps, ideas for team building, and more.

ess of planning that has now become the foundation of its leadership development. The process is one of decision making. Future Homemakers of America, however, steps the process back to first help youth determine what issues are important to them. In addition, it builds in evaluation. "I get concerned with giving out a recipe for life," says Ms. Reel. " A lot of our current information tells us that you cannot prepare young people for tomorrow's jobs, that all you can do is provide them with the skills that help them make decisions." With a planning process there is flexibility to meet the unique differences in students' strengths and interests and in what Future Homemakers of America has found to be a diverse membership in chapter size and location.

Five Steps to Planning

There are five steps to the Future Homemakers of America planning process. Students can use the planning process in sorting out thoughts, analyzing situations, and making definite plans toward a specific goal. In group action, the process is a tool for involvement and a method for organizing and seeking accomplishment. Five symbols, created by Future Homemakers of America, help portray the steps and provide stimulus for group discussion. Future Homemakers of America gives these ideas for exploring the use of the planning process.

Identify concerns. The circle, like a continuous flow of ideas, has no beginning and no end. As a target, it symbolizes zeroing in on one idea your chapter or you would like to build a project around.

Set your goal. The arrow stands for deciding which direction your chapter or you will take. It points toward the goal or end result.

Form a plan. The square represents the coming together of ideas—the who, what, where, when and how of your plan.

Act. The different squares in this symbol represent the varied activities you'll carry out to meet your goal. It represents putting yourself into the plan and acting on it.

Follow up. The broken squares suggest examining the project piece by piece. This symbol also represents a "window" through which you look and evaluate your plan.

Adults Make a Difference

Adults concerned about and committed to youth make a difference in an organization like Future Homemakers of America. Recognizing this, the organization focuses a good portion of its leadership development efforts on classroom teachers—advisers, state advisers, and teacher educators. One of the first leadership conferences to be held in the new leadership center is a management seminar, October 24-27, for helping adults develop their full potential as managers, leaders, and supervisors. The seminar has been a leadership offering for several years. Increasingly at the organization's national leadership meeting more concurrent sessions are designed to give adults time to think together. From experience, Future Homemakers of America has learned youth and adults "together" make a good team. In its long-running, successful nationally-focused project on healthy babies, the training of youth teams to become peer educators always includes one adult team mate. The formula works. According to Future Homemakers of America, adults help youth grow by motivating, guiding, sharing, and participating while at the same time letting youth assume the major role in planning and carrying out action. Much of the adult training the organization provides is directed toward understanding this adult-youth relationship—how it works and how it benefits teaching. Adult professionals have made very tangible financial contributions also to the new leadership center, demonstrating the "stake" they feel they have in the future of Future Homemakers of America.

Adults Gain Too

Working with FHA HERO chapters, adult advisers say they have gained. They describe the benefits as:

- Establishing a more personal level of communication with young people.
- Having a ready-made source of fresh and youth ideas.
- Gaining insight to youth's abilities, feelings, interests, and concerns.
- Having an approach that's flexible and adaptable to the ever-changing interests and needs of young people.
- Developing youth leaders who can help ease the teacher management load.
- Enjoying the personal satisfaction of providing young people with skills and know-how for becoming self-directed adults.
- Experiencing self-growth by interacting with youth.

More and more teachers today, with satisfying experiences in having themselves been members of Future Homemakers of America, help initiate new FHA/HERO chapters. Adults develop leadership skills in the process—an ability to work with others often transferable to professional life and transformable into community action and influence.

Tapping Resources

Leadership in Future Homemakers of America gets shared in ever widening circles. Students and teachers are reaching beyond school to tap other such resources as these and to involve them.

- Local business and professional persons
- Single adults
- Senior citizens
- Former FHA/HERO chapter members and advisers
- Family members including older brothers and sisters, parents and grandparents. Youth learning and appreciating this involvement make stronger connections between school study and life.

Home Economics Messages

Youth leadership in activities centered on a family-focused home economics curriculum bring the importance of such concerns about teen parenting, drug abuse, nutrition, child care, and consumer rights to the community's attention. Mildred Reel believes Future Homemakers of America strengthens home economics and the home economics image. In the organization's leadership magazine, *Teen Times*, Kelly Brogan, coordinator for the "Healthy Babies: Chance or Choice?" project, describes the hours of workshops on communication techniques as "learning a new way every time of telling our story" and getting a message across on a sensitive topic like teenage pregnancy. Brogan, a former FHA/HERO member and vice president in her state of Massachusetts, returns this fall to college nursing studies in which she wants to specialize in adolescent/maternal health care. As one example of where leadership leads, Brogan says, "Back when I was a 16-year-old high school sophomore, I never dreamed I'd one day be a national project coordinator working at FHA/HERO national headquarters."

The Now and the Future

In rallying youth to help make a new leadership center possible, members were appropriately asked to "Stick Your Neck Out for Future Homemakers of America." Sticking its neck out has been a leadership role the organization itself has played. It has called on key people in government, business, and education to "give youth a chance." It has supported a philosophy of cooperation as a way of working in the face of an openly competitive society. "I think we have a lot to do," speaks Mildred Reel, "to help our young women and young men to see that they have a role in families and communities that may be different from now." With the expanded facilities of its new National Headquarters and Leadership Center, Future Homemakers of America is dreaming some larger dreams about intensifying parental involvement; improving adult preparation; broadening youth training; creating new opportunities for special projects on alcoholism, parenting, child abuse, consumer education and energy; adding direct-to-member services; and expanding the number of youth interns on national staff for greater youth influence and impact on planning and operation. When FHA/HERO youth convene in Washington next July for the 1983 National Leadership Meeting, they will think and plan and dream together about youth needs and the potential the new leadership center creates for the future for leadership.

Traits of an Effective Leader Working with others.

- Works well with both students and adults.
- Helps develop leadership qualities in others.
- Communicates well with other members and leaders and is a good listener.
- Involves everyone, considering individual abilities and interests in delegating responsibilities.
- Shows appreciation and gives recognition as earned.

Working for the group.

- Works to instill confidence and pride in the group.
- Shows genuine interest and involvement in the chapter's activities.
- Places group interests above self-interests.
- Takes pride in the goals of the organization.

Management.

- Encourages other students to participate and work toward group goals.
- Demonstrates efficiency and competence.
- Accepts responsibilities and follows tasks through to completion.
- Makes decisions and stands by them, yet is flexible when change will benefit the group.
- Manages time, energy, and resources well.

What Can You Do?

Be a youth advocate by giving young people you teach or work with more of a role in the decision making that affects them. Help educate principals, administrators, your colleagues, and other adults to youth's leadership potential. Try using Future Homemakers of America materials in your teaching. Find out how to help youth start a chapter and to use Future Homemakers of America as a method of teaching. Learn what the organization's Teacher Education Task Force is doing to strengthen teacher training. For resources and help, write to:

FUTURE HOMEMAKERS OF AMERICA
National Headquarters and Leadership Center
1910 Association Drive
Reston, Virginia 22094

Principles For Leadership:

What Are Your Leadership Qualities?

1. Within the realm of the possible, there is a way to accomplish anything. Confidence and competence make what seems impossible become possible. Be wary of the common statement "Oh that's just impossible," it is often a justification for inaction. Know the difference between what you can and cannot accomplish, and have the courage to try.

2. People are the most important resource. Treating them as such aids the development of all group efforts, and stimulates efficiency and productivity.

3. There is no conflict of interest between different needs of employees, or different needs of projects for which you take responsibility. A good leader sees a part of the truth in everything and everyone. A leader synthesizes these parts into the whole picture, and by doing so helps to build the team spirit—the attitude that each person's part contributes to the whole of productivity.

4. A leader needs to come up with good ideas, and then do the hard preparation necessary to make these ideas work. In order to come up with the creative ideas, a leader needs to be able to tap the source of creativity within his or her self. This tapping of the source can take many forms. Often good ideas come from logical thought of all the options and a reasoned choice. Just as often these good ideas come from an intuited process, which can be developed, just as logical thought is refined. A good leader is respectful of these different ways of developing new ideas as strange or unusual as they might seem.

5. Good leadership helps people to accomplish things and to sense their own empowerment in the process. This builds dignity for all people and thereby stimulates the desire and will for work.

6. Most of the time, facilitation is a more effective use of energy than forceful overpowering of people. By providing people with guidance, good leadership builds a structure while at the same time leaving space for the individual creativity of the people working to emerge.

The strongest leadership comes from open-hearted dedicated service to people and to a higher goal or purpose. One's style of leadership needs to be in harmony with this greater goal or purpose.

7. Good leadership is service in helping all the people in an organization to accomplish their tasks in a high quality manner.

8. Good leadership uses real authority with a sense of wisdom and judiciousness, in order to accomplish the purposes of the organization.

9. Good leadership helps people to accept life as it is, and come to terms with it, and then deal with it so as to bring productivity to their work, and fulfillment to themselves.

10. Good leadership knows how to be wrong with a sense of grace. A leader knows how to make a mistake and turn it into a learning experience for all involved.

11. Leaders need to develop a clear vision—

- of a better future toward which you can work (a people without a vision perishes)
- of how to proceed, and how to attain this future.

12. A leader is an example of the fact that a job well done leads to rewards for the individual on many levels: psychological, mental, spiritual, financial, and physical.

13. Good leadership requires personal growth, on the part of the leader and the follower—to continually put aside one's egotism, and to find one's higher motives within the context of the organization's goals. Good leaders also knows when to change the organization's goals.

14. Good leadership balances the importance of the task and the importance of the person. By maximizing concern for productivity and concern for people, and by keeping them in balance, the good leader can accomplish great things.

15. A leader knows how to deal with success and failure, and knows how to accept both, without losing his or her center of existence.

16. A good leader knows that power exists—and that it is up to him or her to know how to use it.

17. Great leadership comes from a vast understanding of the values that are underpinning all of life and the fulfillment of all people.

Marc David Sarkady is a leadership trainer and human resource consultant, working with corporations, educational institutions and social change organizations. He is the convener of the New World Alliance consultations with government officials. Marc can be contacted at 34 Gurney St., Cambridge, Mass. 02138, (617) 497-6494.

• What's New in Home Economics • October 1982

PARLIAMENTARY PROCEDURES

A. Four Basic Principles:

I The wish of the majority must be followed
II The right of the minority must be protected. ALL MEMBERS HAVE A CHANCE TO PRESENT OPINIONS.
III Respect for the dignity of all members must be assured.
IV An order of business must be established.

B. Agenda Procedure:

		Example:
I	Opening Procedures Call to Order Creed Pledge of Allegiance Roll Call	Call to order creed pledge roll call
II	Officers Reports Minutes of Previous Meeting Treasurer's Report Correspondence	Minutes Treasurer's Report Correspondence
III	Reports of Standing Committees (Appointed on a yearly basis)	Standing Committees Membership Finance
IV	Reports of Special Committees (ANNOUNCEMENTS)	Special Committees Dance Committee Nutrition Committee Nutrition Sale is . . . . . .
V	Unfinished Business	Unfinished Business
VI	New Business	New Business
VII	Program	Fashion Show
VIII	Adjournment	Adjournment

Prior Functional Ability and Living Arrangements:

PRESENT FUNCTIONAL ABILITY AND CLINICAL PICTURE

I. **Independent Living/Activities of Daily Living** (grooming, hygiene, feeding/eating, dressing, functional mobility, functional communication, object manipulation, homemaking/community living):

2. Sensorimotor Status (ROM, coordination, strength and endurance, sensory awareness, visual spatial awareness, body integration)

3. Cognition (orientation, comprehension, cognitive integration)

4. Psychosocial (coping skills, behavior, interrelationships)

5. Therapeutic Adaptations (equipment, orthotics, devices)

PROBLEM SUMMARY	TREATMENT PLAN	GOAL	TARGET DATE

RECOMMENDATIONS:

DISCHARGE PLAN:

Signature
Date
Physician's Signature

OCCUPATIONAL THERAPY
EVALUATION

NAME
CASE #
ROOM #
DIAGNOSIS
SEX
AGE
ATTENDING PHYSICIAN

ONTH	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	TOTAL

OCCUPATIONAL THERAPY
PROGRESS NOTES

NAME ______________________ CASE # ________

ROOM # ________

DIAGNOSIS ____________________ SEX ______ AGE ______

ATTENDING PHYSICIAN ______________________

SAmple only

PHYSICAL THERAPY RECORD

DIAGNOSIS:

FREQUENCY/DURATION

MODALITIES 1.

2.

3.

4.

SHORT TERM GOAL:

LONG TERM GOAL:

PROGNOSIS/POTENTIAL

DISCHARGE PLAN

PHYSICIAN'S SIGNATURE **DATE**

PHYSICAL THERAPIST'S EVALUATION:

PHYSICAL THERAPIST'S SIGNATURE DATE

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	TOTAL
JANUARY																																
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MARCH																																
APRIL																																
MAY																																
JUNE																																
JULY																																
AUGUST																																
SEPTEMBER																																
OCTOBER																																
NOVEMBER																																
DECEMBER																																

PHYSICAL THERAPY RECORD

PHYSICAL THERAPY RECORD (CONTINUED)

2 WK SUMMARY & PHYSICIAN CONTACT	
1 MONTH SUMMARY	
then	
note	
once	
A week	
&	
monthly	
ReEVAl	
c̄	
MD	
Contact	
FINAL DISC. SUMM.	
NOTE PLAN OF CARE	

PHYSICAL THERAPY RECORD

Professional Rehabilitation Organization, Inc.

PHYSICAL THERAPY PRESCRIPTION

SAmple
only

Name .... Date ....

Address .... # .... Rm. No ....

Diagnosis .... Birth Date ....

Frequency of Treatment .... Bill No ....

Area to be treated .... Admission Date ....

.... Discharge Date ....

Exercise
- ☐ Active
- ☐ Active assistive
- ☐ Active resistive
- ☐ Passive
- ☐ Range of Motion

Tests and Measurements
- ☐ Muscle Test
- ☐ Functional evaluation
- ☐ Joint Range
- ☐ Electro diagnostic

Heat
- ☐ Infra Red
- ☐ Diathermy
- ☐ Microtherm
- ☐ Paraffin
- ☐ Whirlpool
- ☐ Hydrocollator

Gait Training
- ☐ Weight Bearing
- ☐ Non Weight Bearing
- ☐ Partial Weight Bearing

Other
- ☐ Traction
- ☐ Stretching
- ☐ Massage
- ☐ Ultrasound
- ☐ Ultraviolet
- ☐ Functional Activities (ADL)

Electrical Stimulation
- ☐ Galvanic
- ☐ Faradic
- ☐ Sinusoidal

Ref. Physician ....

☐ Private ☐ Medicare A ☐ Medicare B ☐ Medicaid ☐ Other ....

Result Desired

- ☐ Muscle Strength
- ☐ Flexibility
- ☐ Increased joint range
- ☐ Co-ordination
- ☐ Improved Circulation
- ☐ Relaxation
- ☐ Improved Posture

Surgery Performed and Date: ....

....

Precautions/Specific Instructions: ....

....

....

MONTH	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Jan																															
Feb.																															
Mar.																															
Apr.																															
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June																															
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Facility & Address
to be stamped here

Professional Rehabilitation Organization, Inc.

MONTHLY SUMMARY

Sample only

D — Discharge
X — Treatment
A — Admission to Dept.

Month...19...........

P.T...

Print Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Private	Medicare	Welfare	Other	Veterans	Gait	Ex.	H.	W.P.	Eval	Ad.	Other			Remarks
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Evaluation of Recreation Aide Project

I. Title of Project:

Age Group:

Disability Group:

Rational for choosing project:

Rational for choosing the teaching techniques:

II. Motivational technique chosen:

Reason for choosing technique:
(a) is it geared to your group
(b) is it "catchy" (color, title, etc.)

Where &/or when would you begin the motivational technique?

III. Project presentation rating sheet

1. Appearance
   neat:
   no distracting accessories:

2. Voice
   loud enough:
   distinct:
   enthusiastic:

3. Organization
   all equipment, supplies, etc. ready:

4. Layout of materials-efficient:

5. Layout of room-conducive to good learning:

6. Instruction & direction giving:
   Clear, simple introduction:
   Explanation in order of steps:
   Logical order:
   Clear for the age & disability level:
   Answering questions well:
   Handling distractions:
   Getting group to pay attention:
   Flexibility:
   Rappore:

7. Timing:

8. Group Reaction:

Chronicle Occupational Brief 505

Homemaker-Home Health Aides

Home Economics Department
County Regional High School District No. 1

4th ed. D.O.T. 354.

Private and government health plans help more people each year. The need for all kinds of health care workers is growing steadily. Among these workers are homemaker-home health aides. Increasing efforts are being made to see that children, old people, and ill people get care at home rather than in hospitals, nursing homes, or children's homes. The demand is increasing for workers who can give help to families with children, the ill, and the disabled so that they can live at home.

Work Performed

Homemaker-home health aides take care of sick or handicapped people who live at home. They take care of children and the home while a mother is in the hospital or getting well at home. Aides also care for other patients who have left the hospital and are recovering from illness or injury. Many take care of people disabled by age, sickness, or accident. Homemaker-home health aides often help families upset by alcoholism or child abuse or neglect. Aides with special training work as homemaker-teachers to help families improve the quality of family life. Most aides, however, work with old people who live alone and have no family or friends to see that they get the care they need.

Aides are employees of city or county health or welfare departments, social agencies such as visiting nurse associations, family service agencies, and private agencies. The organizations send aides to families or patients. The aides generally work under the direction of a nurse or social worker who guides them and gives them advice.

The duties of homemaker-home health aides vary with the families or individuals they serve. In general, aides do household tasks, such as cleaning, laundry, shopping, cooking, and child care. They may help a disabled person get out of bed and move to a wheelchair, an armchair, or a walker. For patients unable to wash their own hair, aides may give shampoos. Aides may also clean patients' teeth and nails, or help patients bathe.

Aides see that patients carry out activities suggested by a doctor or therapist. This can mean helping patients with prescribed exercises or seeing that patients take their medicine. Aides may also give alcohol rubs, take pulse and respiration, and do other health-related tasks.

Preparing special meals, arranging attractive trays, and encouraging patients to eat are important parts of an aide's work. Some patients

Photo courtesy of HomeAide Service of Eastern New York in Albany, New York, and the National Council for Homemaker-Home Health Aide Services, Inc.

File under: 4th ed. D.O.T. 354.-355. Other Health Service Workers
(Homemaker-Home Health Aides)

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United States of America

may be unable to feed themselves, and aides help them eat. After meals, aides wash the dishes.

Some aides do more housekeeping chores than others, but all of them make sure the patient's bedroom is clean and neat. They change sheets and air the bedding, dust the room and do light cleaning, and arrange furniture to suit the patient. They put articles such as books, knitting, or other items within the patient's reach. Some aides may do laundry or mending for a patient.

Aides may read, play cards or other games, or help patients with crafts or other projects. An important part of aides' work is to give patients emotional support and understanding. A depressed or lonely patient cannot easily regain strength and independence. Aides encourage patients to become less dependent and, when possible, to become independent enough to take care of themselves.

Homemaker-home health aides give their supervisors regular reports on patients. These reports may alert supervisors to changes requiring special action. The reports also give information so that the agency can, if necessary, arrange for services such as delivery of meals, visits from friendly neighbors, or other provisions that will let the patients live at home rather than go to a nursing home or hospital.

Hours and Earnings

Many homemaker-home health aides work regular daytime hours forty hours a week. Aides who work for a social service department or a volunteer agency can, if they wish, work part time mornings or afternoons. But since the sick need care at all hours every day, some aides work weekends and nights. Sometimes they stay with a patient while the family enjoys an evening out, or they live in and care for the patient and the house in a general way while the family is on vacation. This provides relief for overburdened parents or families.

Homemaker-home health aides may work full time for a few days or weeks caring for a person just out of the hospital, or they may work one or two days a week over a period of several months helping someone with a long-term illness or handicap. Some aides make daily rounds visiting several patients each day.

Most aides are paid by the hour. Wages range from about $2.90 to about $4.40 an hour. Those who work full time for an agency may receive a yearly salary ranging from $6,000 to $8,500. These workers get a one-week paid vacation after a year of service and a two-week vacation each year after that. Other benefits, such as health and hospital insurance, retirement benefits, or extra pay for holidays, vary with the kind and size of agency.

Education and Training

Although some training programs and agencies are trying to upgrade educational and training requirements for homemaker-home health aides, few employers require aides to have education beyond junior high school. Home economics courses, such as cooking, meal planning, sewing, home nursing, family living, and health and hygiene are helpful, however. To enter some training programs, trainees must be high school graduates. Trainees in other programs must have two years of high school; a few programs specify only grade school education.

A few training programs issue certificates; but applicants do not need to meet certification, licensing, tests, or examination requirements. At least two states, however, do impose training requirements, and the trend toward set standards is growing. Aides who expect to drive patients to visit the doctor or to go shopping or elsewhere, either in the patient's car or in their own, should have a chauffeur's license.

Most big cities and many small cities have training programs for aides. The employing agency usually gives the training. Occasionally a community college or an American Red Cross chapter offers training to which agencies send their aides for preservice training. The course is often free or is offered for a small fee. The training period is quite short, from forty hours to several weeks.

Trainees learn hygiene and first aid, basic principles of child development, housekeeping skills, and simple cooking and nutrition principles. Classes teach them how to bathe patients, how to turn and lift patients in bed, and how to change bedding and make a bed with a patient in it. They learn how to support patients relearning to walk, and how to help them in and out of a bathtub.

Sometimes supervisors give aides informal instruction when the aides are assigned to people such as blind patients who need special care. Many agencies offer regular in-service training to teach aides specific skills. Instruction may be on caring for patients with depression or preparing diets for diabetic people.

Working Conditions

Many patients of homemaker-home health aides are old and ill. Some are pleasant and easy to get along with. Others are depressed, complaining, and hard to get along with. Some old patients are vague, and they may require as much attention and time as a small baby.

Photo courtesy of Intercommunity Homemaker Service of Newton Highlands, Massachusetts, and the National Council for Homemaker-Home Health Aide Services, Inc.

Unfortunately, very few adults have the charm of infants. Aides must learn to stay calm when a patient soils a bed or has a fit of temper.

Aides work in a variety of homes, some pleasant, some poor and ill-kept. Often the people they care for become very important to them, and they get satisfaction from knowing that their services are keeping a family together or are enabling an old person to stay at home instead of going to a nursing home. Many old patients come to life when they have someone who cares for them. Homemaker-home health aides who do not mind housework and who can cope with the physical or emotional demands of their clients can enjoy the work. They have flexible schedules, some independence in their work, and the satisfaction of knowing they are doing important work.

Personal Qualifications

Homemaker-home health aides should have excellent health. They are on their feet most of the time. Lifting, moving, and supporting a patient takes better-than-average physical strength and stamina. Aides need good body balance and must be adept at bathing, dressing, and feeding patients. Many agencies require that aides have health certificates.

Agency directors interviewing applicants look with most interest at their experience in housekeeping and caring for others. They also want aides with qualities of warmth and regard for others.

People considering a job caring for the ill or disabled or for families in trouble must have a real wish to help them. Aides must be patient, tactful, understanding, emotionally stable, neat, friendly, and able to get along with all kinds of people. They must be careful not to let the depressing physical circumstances of patients or the troubles of families discourage them or involve them in situations they cannot solve. A cheerful outlook will encourage their clients and help bring order to a family in a crisis.

The ability to understand and follow a plan of care is important. Aides are the link between the patient and the doctor, nurse, therapist, or home economist; or between the family and the social worker. They can make patients' lives more livable and may speed their recovery. Aides can help families overcome their difficulties and disadvantages to achieve a better life.

Where Employed

In 1979 an estimated 100,000 people worked as homemaker-home health aides. They work for social service departments, visiting nurse associations, public health agencies, private health-care services, and some hospitals and nursing homes.

Most aides work in large cities where the number of agencies and number of people are greater. However, most health and welfare agencies also serve towns and rural regions needing aides.

Employment Outlook

The need for homemaker-home health aides is great and continues to grow. As more people learn of the services of aides more people will want them. The percentage of old people in the population is increasing, and these are the ones who will look for services that let them live in their own homes as long as possible. Federal legislation covering home health care services and investigations of some nursing home operations may increase home health care services and the need for homemaker home-health aides.

The number of job openings for aides is expected to be about 37,000 every year through the mid-1980's. This number is much higher than the yearly number of job openings in many other occupations.

Entry Methods

People who want to be homemaker-home health aides should apply in person to agencies that offer these services. Among these organizations are social services or welfare departments; city, county, or public health departments; volunteer agencies (Family Service Agency or Visiting Nurse Association); or hospitals and nursing homes. Local chapters of the Red Cross, YMCA or YWCA, and other community offices may have lists of organizations that hire home health aides. The National Council for Homemaker-Home Health Aides can provide the names of approved and accredited agencies.

Individuals can get a head start in this work by serving as volunteers in a hospital, nursing home, or day-care center. This activity not only will give them experience but also will put them in touch with agencies, local hospitals, clinics, medical pools, and other organizations that train aides and send them on assignments.

Advancement Opportunities

Advancement for many aides comes in the form of higher wages in recognition of their added skills and experience. Some aides may become assistants to the supervisor. Well-qualified aides may become homemaking instructors.

Work as a homemaker-home health aide is good experience for those who wish to become nursing assistants or licensed practical nurses (LPNs). Aides who want to advance must be willing to spend time getting more training and more education. With formal education or a college degree they can become social service aides, social workers, nurses, or home economists.

Related Occupations

The U.S. Department of Labor classifies homemaker-home health aides, or home attendants (4th ed. D.O.T. 354.), in a group called unlicensed birth attendants and practical nurses. The group also includes first aid attendants. Other occupations worth exploring are psychiatric aides, nurse aides or nursing assistants, child care attendants (schools and institutions), physical therapy aides, and morgue attendants.

For Further Research

Fact Sheet on Homemaker-Home Health Aide Service. Single copy free.
Help at Home in Personal Care and Rehabilitation. Single copy free.
National Council for Homemaker-Home Health
Aide Services, Inc.
67 Irving Place
New York, NY 10003

200 Ways to Put Your Talent to Work in the Health Field. Single copy free.
Yes, You Can. . .A Guide to Health Careers for Minorities, Women, Rural Youth. Single copy free.
National Health Council
1740 Broadway
New York, NY 10019

Have You Considered a Health Career? Entertaining introduction to health careers, in comic book form. Free.
Health Resources Administration
Office of Communications
Center Building
3700 East-West Highway
Hyattsville, MD 20782

Nursing Assistants. Occupational Brief No. 407. $1.00.
Psychiatric Aides & Technicians. Occupational Brief No. 278. $1.00.
Homemaker-Home Health Aide. Occupational Reprint No. R102. $1.00.
Child Care Workers (Institutions). Occupational Brief No. 485. $1.00.
Nurses, Licensed Practical. Occupational Brief No. 11. $1.00.
Chronicle Guidance Publications, Inc.
P.O. Box 271
Moravia, NY 13118

Acknowledgments

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Leslie L. Clark, Director of Communications, National Council for Homemaker-Home Health Aide Services, Inc., 67 Irving Place, New York, NY 10003.

Community Contact: ______________________

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Home Economics Department
County Regional High School District No. 1

Occupations discussed or illustrated should be considered valid or proper for either sex. Addresses of organizations and prices of publications mentioned are subject to change.

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BEST COPY AVAILABLE

Chronicle Occupational Brief 232

Household Service Workers

4th ed. D.O.T. 30

Home Economics Department
Union County Regional High School District No. 1

Some popular TV shows look at the way English lords and ladies lived a hundred years ago. They had servants—butlers, maids, chauffeurs, gardeners. The family, with the staff, lived in a mansion or a castle. Parties, big dinners, and weekends with overnight guests were commonplace. The servants worked from morning to night.

Even in America, although the rich had no titles, a million or more workers were "in service" a hundred years ago. In those days running a home took a lot of hand labor, and workers were in demand. The size of a family's household staff was a measure of its wealth and social position. Even many middle class homes had a daily helper.

Household service workers are still in demand. Most people do not know that today more than a million people work as domestics—the same as the number employed in 1882. They still tend to work for the rich and others who can afford to hire them. The duties are the same—they clean, cook, garden, do laundry, and care for children. Just about everything else however, is different.

A century ago they used laundry tubs and scrubbed the clothes on a washboard. They baked the bread, made jams and jellies, and beat the carpets outside on a clothesline. They heated water for baths and laundry on the kitchen stove. They cleaned oil lamps, polished silver, and hauled coal or wood. They lived in the servants' quarters and had one afternoon off each week.

Household service workers today use washers, dryers, vacuum cleaners, dishwashers, food processors, and microwave ovens. Most live in their own homes and travel to work each day. Although some work for families that have a household staff, most dayworkers today do general housework or take care of children. Many do both.

Work Performed

Household service workers may work for one or more families who hire them to do daily chores, care for children, or care for an invalid or elderly relative at home. Some work for people who have a full-time staff of five or six employees. Duties vary with the kind of job and the size of the staff.

Most household service workers are *general houseworkers*. They dust and clean furniture, mop and wax floors, and may wash windows. Some wash clothes, sheets, blankets, and other items. They change and make the beds, pick up things and tidy the house, and vacuum floors

Household service workers include child care workers, who take care of children in a home. They may get the children dressed in the morning, give them breakfast and lunch, watch them at play, take them for a walk, and settle them down for a nap.
Photo by H. Armstrong Roberts

File under: 4th ed. D.O.T. 30 Domestic Service Occ. (Household Service Workers)

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Printed in the United States of America, December 1982

and rugs. They may sort, fold, and put away laundry. They may iron clothes and linens, and sometimes do mending. They cook and serve meals and snacks, wash the dishes, and clean the silver.

Some general houseworkers plan the meals and buy groceries and other goods. They may take care of the children, fix their meals, and help them dress and wash. Other duties may include answering the phone and the door, calling repair workers to come and fix machines, and taking care of pets. Houseworkers as a rule schedule their work so that they do certain jobs on certain days. Some, however, get daily orders from their employer. Many work for more than one family. They may, for instance, work for one family two days a week and for a second family, three days. Some work for as many as five families each week—one day a week at each house.

Child care workers are growing in number. They take care of one or more children in a home. They get the children up in the morning, get them washed and dressed, and give them breakfast. They watch the children at play, read to them, or play games with them. They fix lunch, take children on walks or to the park, and settle them down for a nap. They may fix supper and put the children to bed. They may wash the children's clothes, clean bathrooms and kitchens, and do some picking up. Their main job, however, is to care for the children.

Those who take care of babies may prepare formulas, sterilize bottles, and change and wash diapers. They may be called *infant nurses* or *children's nurses.* Those who take care of older children may also be tutors. They may teach the children a language, help them with schoolwork, or guide them in other living and learning tasks. They may manage the diet, health, and playtime of the children. They may also discipline them.

Some households have a large staff of service workers. They may have *housekeepers* to oversee the staff. Housekeepers show new workers what to do and tell them how employers want things done. They order food and supplies, keep expense records, and may hire and fire employees. Housekeepers, who live in their employer's home as a rule, may be the only full-time worker. The staff may be workers who come in by the day or part time. The housekeepers may then do light cleaning at times, plan and cook meals, take care of children, and do other tasks. Housekeepers confer with their employers once each day. They spend the rest of the time working on their own.

A large staff may also take their orders from a *butler.* Like housekeepers, butlers assign the work to the staff. As a rule they have their own duties also. They admit and announce guests, answer the phone, mix and serve drinks, and sometimes serve meals. Their job is to keep the household running smoothly. Some butlers serve as a chauffeur or as a valet to the man of the house.

A household staff may include a cook, caretaker, gardener or yardworker, and launderer. *Cooks* prepare and cook the meals. They plan menus under the general orders or the exact instructions of their employers. Some shop for food and serve the meals. They may keep the kitchen clean and supplies in order. Some cooks have a cook's helper.

Caretakers keep private homes clean and in good order. As a rule they do the heavy work. They wash walls and windows, clean rugs, take down and rehang draperies, and repair furniture. They may tend the furnace, replace light switches, repair broken screens and doors, and paint woodwork and house trim. They also do other odd jobs, such as wash and groom pets. Caretakers may mow and rake lawns if a household does not have a *gardener* or *yard worker* to do these chores. Gardeners or yard workers

Gardeners or yard workers mow and rake lawns, plant flowers and shrubs, prune trees and hedges, and mulch or fertilize plants. If a household does not have a gardener or yard worker, a caretaker may do some of these chores.

Photo by Marcia Kelley

plant flowers and shrubs, prune trees and hedges, water the lawns, and mulch or fertilize plants.

A few homes have *launderers* who sort, wash, rinse, bleach, starch, dry, iron, fold, and put away household laundry. They use washing machines and driers, but they may also wash knitted garments by hand and block or press them. Sometimes they do mending.

Household service workers who serve elderly, handicapped, or ailing people are called *companions*. They act as helpers and friends. They read aloud, play cards or other games, and help their employers stay active. They may take care of the person's social or business affairs. They may make appointments with a doctor, arrange visits, or handle bills. They may go with their employer on outings or trips. Companions do not give medicine or therapy. They may, however, plan balanced meals and prepare and serve them. Most companions live in their employer's home. They may at times do some personal household chores, such as making the bed or washing clothes, for their employer. General household tasks, however, should not be more than 20 percent of the hours worked.

Some household service workers, employed through city or county health or welfare departments and social or family service agencies, are *homemaker-home health aides*. They take care of sick or handicapped people who live at home, take care of children while a mother is in the hospital, or care for patients at home recovering from illness or injury. They may do many of the tasks that companions, houseworkers, or child care workers do. Most aides, however, have training in special health-related and personal care skills. Other in-home workers, called *home helps*, are also assigned by agencies. They do tasks such as laundry, shopping, running errands, and light housekeeping and meal preparation. They do not perform child care, personal care, or special diet services. Both homemaker-home health aides and home helps work under the assignment and supervision of a professional staff person in the service agency.

Working Conditions

Household service workers as a rule have good working conditions. They do their work in large, comfortable homes or apartments. They use modern equipment. If they wear a uniform, they buy it themselves.

Most houseworkers live in their own home and go to work every day at their employer's home. They are *dayworkers*. Most get instructions from their employers early in the day, but after that they are free to work on their own. They may have a key to the house or apartment and work alone all day or most of the day.

Household work is often hard and boring, however, especially for dayworkers who may do less pleasant chores such as cleaning bathrooms. Some employers may be demanding and hard to please.

About 10 percent of household service workers live in the homes of their employers. They have their own room or an apartment with a living room, including a TV, and their own bath. Besides their pay and living quarters, they get their meals. Thus they save on room, board, and travel costs. Live-in workers, however, may be on call at all hours. If they work evenings or weekends, they may have other time off. Living in and working odd hours may isolate them from families and friends. On the other hand, they live in surroundings they would not be able to afford otherwise.

Hours and Earnings

Most household service workers work part time, or less than thirty hours a week. They may work two or three days a week. Or they may work half days for several employers or for one employer. Full-time workers as a rule have a thirty-five-hour workweek. Those who live in may work longer hours, often more than forty. They also may work evenings, weekends, and holidays. Some workers get overtime for more than eight hours a day. On the other hand, they may get time off on another day rather than more pay.

Long hours and low pay have long been the rule for most household service workers. Minimum wage laws now apply to most private household workers. In 1982 the minimum wage was $3.35 an hour. Many workers, however, accept less pay in order to work. Employers, by law, must make payments for the worker to the Social Security Administration. Many, however, do not.

Some workers earn more than the minimum wage, of course. Pay varies with the job, the employer's income, and local customs. Wages are highest in big cities.

Live-in workers as a rule earn higher pay (plus room and board) than dayworkers. But dayworkers often get carfare and a free meal or two during the day. In a large city such as New York dayworkers may earn $4.00 or $4.50 an hour. Cooks may earn $6 an hour. Live-in housekeepers or butlers may earn $250 or $300 a week. Child care workers or infant nurses who live in may earn $160 a week.

Workers who get the minimum wage and work thirty-five hours a week earn about $117 a

Households with a large staff of service workers may have a housekeeper to oversee the work. Most housekeepers live in their employer's home. They order food and supplies, keep expense records, and may hire and fire employees.

Photo by H. Armstrong Roberts

week or $7,000 a year. If they work forty hours, they earn about $134 a week or about $8,700 a year. An eight-hour day at the minimum wage is $26.80.

The scarcity of household service workers has led to the start of firms or agencies that train people and send them out on jobs. Workers may go to a number of weekly or monthly jobs. They may go in teams or work alone. The firms or agencies settle with private employers on hours, tasks, working conditions, pay, and other issues. Houseworkers who sign up with cleaning agencies may earn $30 or more a day. Full-time workers may earn $165 or more a week.

Education and Training

Household service workers do not need long, special training. Most jobs require people with the ability to clean, cook, or care for children. They can learn many tasks on the job. Most workers have already done baby-sitting or chores such as cleaning and cooking. They may begin their first job as a mother's helper under the eye of either their employer or a skilled household worker.

Most employers consider a high school diploma proof that the worker can stick with a job. Students in schools should take home economics, English, math, and shop. Technical schools may offer homemaking, cooking, or other home studies. Night schools often offer courses such as cake decoration, foreign cooking, and table decorations.

Some two-year schools teach food service, culinary arts, or housekeeping for people who plan to enter hotel or restaurant work. Some of these courses may be helpful in household service. They teach the use and care of equipment, food buying and cooking, and health practices. Other useful studies are child development, art, first aid, nursing, and consumer studies.

Some federal agencies, state employment offices, and local social services offer programs to teach household skills. The private firms that send out household service workers teach them the skills they need. Some private employment services deal only with household service workers. They may know of places that teach the skills required. Some offer short courses themselves, either class studies or on-the-job training, or both.

No matter what education and training workers have, most learn certain skills as they work. Employers have their own ideas on how they want things done, and they tell workers or show them how.

Some workers must or should have a special background. For instance, a companion or a child care worker should have a broad educational and cultural background. They should be knowledgeable in literature, music, games, crafts, or other pastimes. Practical nursing skills are useful for those who care for an invalid. They should be able to read well and to talk easily. Teaching skills are helpful if they work with children.

Some employers like to hire workers who speak another language. Many people, for instance, like the idea of having their children learn to speak French or to speak with a British accent. In any event, household service workers with good grammar and clear speech will have an edge in getting jobs caring for children.

Personal Qualifications

Although household service work may not require much formal school, it *does* require people with a special nature. Many workers in a factory or an office do not have the traits for this work.

The knack of getting along with people is vital. Household service workers must cheerfully take orders from their employer. They must deal with delivery or repair people, other service staff, and children who may be cranky or hard to manage. An easygoing nature and a winning way with people is a big asset.

Patience and the ability to do routine, often hard, work is vital. They must have the desire to do a good job, be able to do it quickly and well, and do it without being told. They should be able to plan the work, set their own pace, and get it done.

Employers want neat, clean, hardworking, dependable workers. Good health and lots of energy are assets. Overweight people will find their weight slows them down. Household service workers are on their feet most of the time. They sometimes lift heavy objects. Those who work with food or who care for babies must have good health. Cooks and infant nurses, for instance, may need a health certificate that shows they are free of contagious disease. Many employers ask applicants to have a physical exam. They arrange and pay for these tests.

Workers employed by some contract service firms are bonded. The worker must have no criminal record, since bonding insures the workers against loss while they carry their employers' money or jewelry.

Where Employed

Thousands of families across the country hire household workers to help with chores or with child care. Some hire a daily companion for an invalid or an elderly relative at home. Most jobs are in big cities such as New York, Washington, Chicago, Philadelphia, Atlanta, and San Francisco. Workers also work in places with large numbers of luxury homes, estates, condominiums, or resort homes. Many of these are in Florida or California.

Many workers are self-employed, that is, they find their own jobs through want ads or employment agencies. Others work for service firms that send them out on jobs. Some work for social agencies that offer help in homes where a homemaker is away, in a hospital, or unable to cope with an emergency.

Employment Outlook

The number of household service workers will decline through the 1980's. The outlook, however, is still good for thousands of workers. More than a million people are in this work. The demand for household service workers has always been greater than the number of workers. The Bureau of Labor Statistics predicts about 390,000 jobs should open every year in the next ten years. Most job openings will occur when household service workers retire or leave the work for other reasons.

Over the years many people have refused to enter household service. Drawbacks included poor pay, long hours, and lack of fringe benefits. Other jobs were available for those without special skills or education. Today, however, the outlook for many of these workers is not bright. Demand for household service workers is high, because in more and more homes both parents work. Many people earn enough to pay someone to take care of their house or apartment.

For those who get the right skills and work hard, the pay can be good. The best workers can choose when and where they want to work. The Bureau of Labor Statistics says about 45,000 jobs will open each year through the 1980's. Workers who can plan a schedule of part-time work for several or many employers have the best chance to earn a good income.

Entry Methods

The first thing a person should do is get some experience. High school students can ask friends or teachers about part-time work. An after-school or weekend job as a baby-sitter, mother's helper, or housecleaning aide will give them a good start.

Another way is to get help from a state employment office or from want ads in the paper. Some people hire a mother's helper or a caretaker for a vacation home or for a summer. If a job seeker answers an ad, the employer will want one or more statements from a former employer, a teacher, or other person, which says that the applicant can be trusted and has the skills to do the job.

Workers can also sign up with an employment agency or service firm that deals with household workers. The phone book lists the names of these places in the Yellow Pages. Under "Employment Agencies" are many that get jobs for houseworkers, chauffeurs, infant nurses, and others. Under the headings "House Cleaning" or "Maids' & Butlers' Service" are firms that send out teams of cleaners, people to help cook and serve a dinner or party, or other workers.

Advancement

New workers may start as part-time helpers. As they learn they may become full-time general houseworkers or child care workers. Those who work hard and learn as much as they can may get jobs that pay more and have better working conditions. Top people in this field are those with special talents (such as nursing skills or language tutoring skills). On the other hand, part-time work in household service permits workers to support themselves and to go to school at the same time. They may be able to arrange a job with free room and board in exchange for enough free hours to attend classes.

As a rule, household service work does not offer much advancement. Large staffs with housekeepers or butlers are few. Turnover in the best jobs is low.

People skilled in this work may transfer to jobs in hotels or restaurants. The chances of advancement in these places are best for those with the right schooling and years on the job. Workers may, for instance, advance from kitchen helper to assistant cook to cook or chef. Or they may start as a cleaner on the housekeeping staff and work their way up to become a housekeeper. They may also find these jobs in hospitals, college dorms, and similar places. Unlike most private service jobs, these offer group insurance and pension plans. They are also more likely to be steady.

To get a top job, people must have more than a high school education. An executive chef in a hotel or restaurant, or even one who works for a private family, may have a degree from a two-year college or a school of culinary arts. In a hospital or hotel the executive housekeeper often has a college background.

Related Occupations

The U.S. Department of Labor classifies household or domestic service workers (4th ed. D.O.T. 30) with people in other kinds of service work. Some of these workers are waiters and waitresses, bartenders, bakers, kitchen workers, or butchers. Others are baggage handlers, doorkeepers, ushers, or wardrobe supervisors. In this division also are airplane flight attendants, airport guides, sight-seeing guides, escorts, and pages.

Other service workers are barbers, manicurists, cosmetologists, hairstylists, makeup artists, masseurs, and bath attendants. They may also be electrologists, tattoo artists, or amusement ride attendants. Others are home health aides, practical nurses, psychiatric aides, child care attendants, or security guards.

For Further Research

Directory of Accredited Home Study Schools. Lists of schools that offer through the mail all kinds of study, including hotel and motel housekeeping, hotel operations, high school equivalency exam, landscaping and gardening, dressmaking, food service, and others. Several offer courses written in Spanish. Free.

National Home Study Council
1601 Eighteenth Street, N.W.
Washington, DC 20009

Exploring Careers in Child Care Services. By Jean Ispa. 1982. Looks at the number of working women and the need for more child care workers. $7.97.

VGM Career Horizons
National Textbook Company
8259 Niles Center Road
Skokie, IL 60077

Teen Times. Magazine published four times a year. Features background information and projects focusing on teen concerns including the vocations of homemaking and home economics-related work. Subscription $4.00 a year.

Future Homemakers of America
1910 Association Drive
Reston, VA 22091

The Culinary Institute of America. Illustrated catalog gives information on two-year program leading to an Associate in Occupational Studies degree. Students learn food preparation, basic cooking, baking, dining room service, menu planning, cost control, wines, storeroom and bookkeeping, and related subjects. Free.

The Culinary Institute of America
Route 9
Hyde Park, NY 12538

A Career Possibility: Practical Nursing. Free.

National Association for Practical Nurse
Education and Service, Inc.
254 West Thirty-first Street
New York, NY 10001

Homemaker-Home Health Aides. Brief No. 505. $2.00.
Child Care Workers (Institutions). Brief No. 485. $2.00.
Chefs and Cooks. Brief No. 40. $2.00.
Waiters and Waitresses. Brief No. 17. $2.00.
Custodians. Brief No. 245. $2.00.
Landscapers & Grounds Keepers. Brief No. 451. $2.00.
Building Managers. Brief No. 459. $2.00.
Executive Housekeepers. Brief No. 358. $2.00.
Food Service Workers. Brief No. 259. $2.00.
Hotel and Motel Industry Occupations. Brief No. 408. $2.00.

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Leslie L. Clark, Director of Communications, National Council for Homemaker-Home Health Aide Services, Inc., 67 Irving Place, New York, NY 10003.

Community Contacts:

G.O.E. 05.12.18; S.O.C. 53

Occupations discussed or illustrated should be considered valid or proper for either sex. Addresses of organizations and prices of publications mentioned are subject to change.

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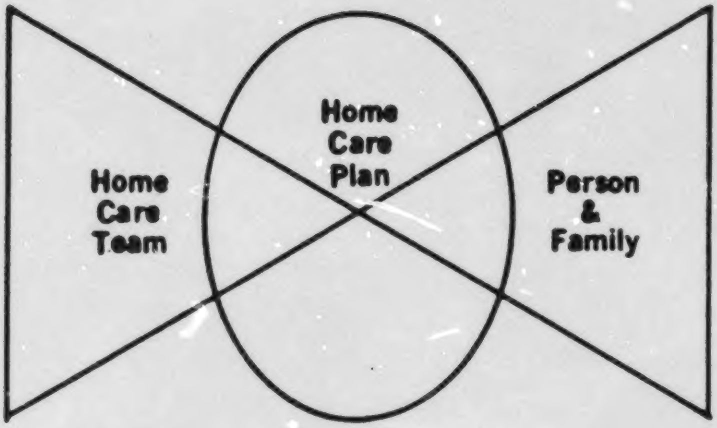
Role of the Homemaker Aide In Relation to Selected Factors

home care team	home care plan	person and family


Home Care Plan
Home Care Team
Person & Family

Personal Care Goals

- Promoting Self-Care and Independence
- Assuring Safety and Comfort
- Maintaining Dignity
    - Respect for Privacy
    - Age Appropriate Behavior
    - Avoid Talking as if Patient Isn't There
- Maintaining Stability

What is Visiting Homemaker Service?

To the Patient -

It is an understanding and capable woman who gives the necessary personal care during illness and takes care of the essential needs of the household.

To the Family -

It is the presence of a warm, mature person in the home to help keep the family intact and give emotional support during the illness or absence of a family member.

To the Community -

It is a corps of dedicated women who are available to give care and stability to families that are disrupted by physical or social problems.

To YOU - The Homemaker-Home Health Aide -

It is an opportunity to be of service to others in a very personal and rewarding way during crisis periods when help is needed to keep a family functioning as a unit.

GOALS AND PRINCIPLES OF HOME HEALTH AIDE TRAINING

GOALS:

1. To train the home health aide in those basic nursing skills needed to care for a patient.
2. To train the home health aide in the use of equipment needed for patient care.
3. To train the home health aide to plan her work.
4. To teach the home health aide to record information needed by the doctor and/or public health nurse.

PRINCIPLES:

1. The home health aide works under the supervision of the supervising nurse and other therapists as needed.
2. Follows a nursing care plan made by the public health nurse.
3. Washes her hands before and after caring for the patient to protect herself, the patient, and the family.
4. Gives no medication or treatment without instructions from the nurse. The nurse in turn issues instructions only when she has a physician's written order to do so.
5. Does not impose her will in household decisions nor her own religious and political beliefs on the patient and the family.
6. Does not discuss her personal and family problems with the patient or his family.
7. Remembers that her own neat, clean appearance and pleasant disposition contributes to the well being of the patient
8. Remembers that a patient's morale (spirits) is lifted when he is bathed, neatly dressed and in clean and orderly surroundings.

YOU, THE HOMEMAKER-HOME HEALTH AIDE

Perform the services that are necessary to maintain personal comfort and cleanliness, good nutrition and a pleasing environment for the sick patient and family.

YOU, A MEMBER OF THE TEAM

The Homemaker-Home Health Aide is an important member of the In-Home Services Team. Other members of the team might include:

The DOCTOR, who prescribes the total treatment for the patient and sets the goal for the patient.

The NURSE supervises the Homemaker-Home Health Aide in carrying out the doctor's orders. She will explain to you the patient's plan for care and direct your activities in the home.

The THERAPIST (physical, occupational or speech) may teach you a program of therapy for individual patients.

The SOCIAL WORKER may offer you suggestions for the improvement of the family's environment or personal relationships.

The HOMEMAKER-HOME HEALTH AIDE is responsible for the care of the patient and/or family within the limits set by the other members of the team. Besides being an important member of the team, you represent an agency which provides a vital community service. People judge the agency and other Homemaker-Home Health Aides by the way you act. Therefore, Homemaker-Home Health Aides follow certain rules, as professional people always do.

- Be on Time - sick people become upset if you don't arrive when they expect you. If you must be late, telephone ahead.
- Leave your personal problems at home—a complainer is a bore!
- Respect the privacy of the family. Your cases are confidential.
- Never discuss a case with another patient, your friends, or even your family.
- Keep yourself busy elsewhere when visitors come.
- Do not encourage familiarity with patient or family. Use last names rather than first names. Don't get personally involved with patient, family, or neighbors.
- Listen to their problems - but do not give medical or personal advice. Religious, racial and political discussions are "No-No's".
- Do not argue with the patient or family. Call the office after leaving to discuss any problems.

- Accept different personalities.
- Refer all questions regarding your assigned duties to the agency office. Do not make private arrangements.
- Try not to change household routine any more than necessary.
- Keep a sense of humor; a smile goes a long way.
- Report to the office at once any new complaint of the patient or any change in appearance or behavior.
- Do not drive the patient in any car — yours or theirs.
- Do not make personal phone calls from the patient's home.
- Do not give out your home phone number — unless you like to be called at 3 a.m.!
- Do not smoke or drink while on duty.
- Do not expect or accept tips and do not lend or borrow money.
- Use TLC (Tender Loving Care) or firmness as required.

We all know that first impressions are lasting! A good appearance will give family members and patient who greet you a warm, secure feeling.

- Uniform neat and clean — hem straight, no slip showing.
- Shoes comfortable — polished.
- Stockings straight.
- Make-up appropriate — very little.
- Fingernails clean.
- Hair neatly combed — no curlers, please!
- Unperfumed deodorant. (Some people become ill from odors, including perfume.)

Your success will depend on your attitude toward your patient and your job.

- Are your pleasant, cheerful and courteous?
- Are your calm and composed?
- Are your firm and confident, but not bossy?
- Do you perform the necessary tasks so that the patient is comfortable and making progress toward better health?
- Do you treat others as you would have them treat you?

CHART OF MEDICAL SPECIALISTS

TITLE	AREA OF SPECIALIZATION
Pediatrician	Infancy through teenage years.
Gerontologist	Diseases and disorders of the aged
Psychiatrist	Mental and emotional disorders
Internist	Internal organ disorders
General Surgeon	Emergency and routine surgery
Obstetrician/Gynecologist	Prenatal and postnatal care Female sex organ disorders
Plastic Surgeon	Skin grafting–burn care Cosmetic surgery–face lift
Dermatologist	Skin disorders–allergies, warts
Ophthalmologist–Oculist	Eye disorders
Orthopedic Surgeon	Bone disorders–fractures, arthritis
Otolaryngologist (or ENT specialist)	Ear, nose and throat
Cardiovascular Surgeon	Heart and circulatory diseases
Hematologist	Blood disorders
Pathologist	Laboratory study of cellular disease
Endocrinologist	Glandular system disorders, diabetes, dwarfism, etc.
Oncologist	Cancer
Gastroenterologist	Stomach and intestinal disorders
Proctologist	Lower bowel disorders
Radiologist	X-ray diagnosis and therapy
Anesthesiologist	Anesthesia for surgical patients

These are only some of the medical specialists who may be members of the health team.

MEDICAL ETHICS

INFORMATION SHEET

I. Definition of ethics:

A. Ethics is the study of right and wrong, based o moral law. It is a system of moral principles standards governing conduct. It centers around respect for the needs and rights of other peopl Ethics provides guidelines for acceptable behavior. Ethical behavior is a goal to be achieved requiring constant effort.

B. All professions have a "Code of Ethics" or well defined rules and standards governing the condu of the members.

II. Historical development of medical code of ethics.

A. Hippocrates, a Greek physician of the 5th and 4 centuries B.C., wrote one of the first medical codes of ethics, the Hippocratic Oath. This oa is still used by some medical schools at graduation exercises.

B. Maimonides, a Hebrew physician in Egypt in the twelfth century, wrote the Prayer of Maimonides, which incorporates ethical principles.

C. The "Nightingale Pledge" was formulated by a committee of the Farrand School of Nursing, Harper Hospital, Detroit, Mich. This is an oath, pledged by nurses upon capping or graduation, that states the ethical standards of their profession

D. The Second General Assembly of the World Medical Association in 1948, adopted the Declaration of Geneva. This statement of medical ethics is used by some medical schools at graduation exercises.

III. General ethical guidelines for Health Occupations Education students

A. In caring for the sick, students will help preserve life, ease the suffering of patients, and work toward restoring health to all patients.

B. Maintain good moral character, by loyal to employer, to patients and to co-workers.

C. Practice sound health habits in order to maintain personal health and to be able to carry out duties.

D. Give care on the same level to all patients, showing no difference regardless of race or religious belief.

E. Cooperate with other workers, carry out duties responsibly.

F. Do not discuss confidential information given by a patient, never discuss diagnoses except with the patient's doctor or nurse.

G. Never perform a procedure or give a treatment that you are not qualified to perform.

H. Do not discuss your own problems or personal affairs with patients.

IV. Confidentiality of information

A. Information about patients

1. The personal records of the patient, which include history, physical examination, medical or dental procedures etc., must be treated with strictest confidence. If any such information must be discussed with other personnel in the office or hospital, such discussion should take place in private, not in the elevator, hall or coffee shop, where it might be overheard.

2. A safe rule to follow in discussing patients is to tell only the information you read in the newspaper.

B. Information about personnel

1. Never repeat any information about anyone at work outside the office or hospital.

2. Personal information about employees must be treated with complete confidentiality.

V. Limitations on technical information given to the public

A. Health Occupations Education students are thought to know more about health because of their work and training. People frequently ask questions about health problems and rely on the answers given by Health Occupations Education students.

B. Students must answer such questions with greatest care. Most often they should suggest the patient ask the doctor. Students should be constantly aware of their limitations in such instances.

VI. Ethical guidelines to be followed at work

A. Be accurate in following directions and in reporting. Report any error or accident to your superior at once.

B. Take proper care of equipment and supplies. Not only is medical equipment expensive, it is inconvenient and inefficient if it is not in working order at all times. Do not steal office or hospital supplies or equipment.

C. Treat co-workers with respect and courtesy. Everyone is important to the smooth operation of the health care facility. Every person and every task deserves respect.

D. Complete assigned tasks. Ask questions to be sure you understand an assignment before you start it. Consult your supervisor when help is needed or when you are unsure of what to do.

E. Do not grant a patient's request that is not mentioned on the chart without checking with the supervisor.

F. Perform only those tasks that you have learned. Do only those things that you have been trained to do. Do not perform a procedure or give a treatment you are not qualified to perform.

G. Accept no money or expensive gifts from patients.

H. Respect the privacy of patients and their families.

I. Know the health care facility's rule and policies and observe them exactly.

J. Do not discuss your own problems and personal affairs with the patients. Avoid inappropriate, flippant, or unbecoming behavior.

K. Treat all patients with compassion, kindness, and respect. Help patients to maintain their dignity and confidence.

L. Respect the religious beliefs of patients.

BEST COPY AVAILABLE

MEDICAL ETHICS

ASSIGNMENT SHEET - ROLE-PLAY SITUATIONS DEPICTING ETHICAL BEHAVIOR

Directions: You will work in pairs. Select any two of the following situations to role-play depicting ethical and unethical behavior.

1. A patient offers you a tip when leaving the hospital.
2. You've just heard that the charge nurse was seen in Houston with a person who is other than spouse.
3. While you are labelling urine specimens, the phone interrupts you and you forget which specimen belongs to a given patient.
4. You need a pair of bandage scissors for your own use and there's an extra pair in your unit.
5. Everyone else in the office is busy when the patient needs medication. You are not trained to give medications.
6. The patient demands to go to the solarium. The doctor has not written orders for the patient to leave the room.
7. The patient refuses to eat lunch of ham and sweet potatoes because religion forbids the eating of ham.
8. You'be just had a fight with your best friend and feel you must tell someone, so you tell a patient all about it while changing the linens.
9. Your mother's best friend is a patient at the clinic where you work as a nurse aide. Your mother asks about the friend's diagnosis.
10. Your mother's friend asks you what you think of the treatment the doctor has prescribed.

MEDICAL ETHICS

ASSIGNMENT SHEET - THE NIGHTINGALE PLEDGE

Directions: Read the Nightingale Pledge below and write a brief summary. Prepare for clsss discussion:

THE NIGHTINGALE PLEDGE

"I solemnly pledge myself before God and in the presence of this assembly to pass my life in purity and to practice my profession faithfully. I will abstain from whatever is deleterious and mischievous, and will not take or knowingly administer any harmful drug. I will do all in my power to maintain and elevate the standard of my profession, and will hold in confidence all personal matters committed to my keeping and all family affairs coming to my knowledge in the practice of my calling. With loyalty will I endeavor to aid the physician in his work, and devote myself to the welfare of those committed to my care."

Posture and Body Mechanics for You

Posture is the relationship of the various parts of the body to each other when a person is standing, sitting, walking or lifting. Good posture helps to maintain balance, to conserve energy and to prevent strain.

Standing—Head erect, chest up and forward, abdomen flat, feet parallel, one slightly ahead of the other.

Sitting—Head erect, chest up and forward, abdomen flat, hips bent at right angles to legs, weight resting on thighs, sitting all the way back in chair with feet resting flat on floor.

Walking—Head and trunk erect, swinging one leg forward from hip, weight on the other heel as you push off with the toes of the swinging leg. Bend the knee as you move your leg and shift your weight to the opposite heel. As you advance each leg, the arm on the opposite side swings forward. Climbing stairs, bend the trunk forward at the hips and lift the body with the hip.

Lifting—Standing position, knees bent, back kept straight, large muscles of the thighs and buttocks carry the weight.

Body mechanics is the method of distributing the work over several sets of muscles and using the stronger ones. Points to remember in the use of body mechanics to maintain good posture when lifting and moving:

FOOD POISONING WORKSHEET

1. What are three (3) precautions one should take to avoid staphyloccal poisoning?

   1.
   2.
   3.

2. What foods are most likely to be contaminated by salmonella?

3. List 4 things to do to prevent salmonella poisoning.

   1.
   2.
   3.
   4.

4. List 3 symptoms of salmonella poisoning.

   1.
   2.
   3.

5. What foods are likely to become contaminated by clostridium perfringens?

6. What are some symptoms of perfringens poisoning?

7. What precautions can you take to prevent food from being contaminated with perfringens bacteria?

8. What causes botulism?

9. In cooking and preserving low acid foods, what must one do to prevent botulism?

10. What are three symptoms of botulism?

    1.
    2.
    3.

11. What disease is commonly transmitted through eating raw or steamed(lightly cooked) shellfish?

12. Why should one always cook pork well done, to 170° internally?

FOOD POISONING WORKSHEET (con't)

13. Who or what can carry or transmit harmful bacteria?

    1.
    2.
    3.
    4.

14. What is the safest way to thaw meat?

15. Explain special precautions to take with poultry and poultry stuffing?

16. List 6 standards for personal hygiene to prevent the spread of bacteria.

    1.
    2.
    3.
    4.
    5.
    6.

17. Between what temperatures does bacteria grow most quickly?

18. List five (5) standards for kitchen cleanliness to prevent the spread of bacteria.

    1.
    2.
    3.
    4.
    5.

ROOM SAFETY

Make your room a safe place by following these suggestions. Add others you may think of later.

1. Arrange the furniture in your room so that the passageways to the closet and to the hallway are clear.
2. Avoid placing clothing in the closet too near the closet light.
3. Store heavy boxes carefully; if they must be placed on the closet shelf, see that they are placed there securely.
4. Keep dresser drawers and closet doors closed.
5. Place dressing-table lamps and study lamps where they will not be knocked over and where their cords will not cause someone to trip or stumble over them.
6. Avoid using small scatter rugs on slippery floors unless they have nonskid backing on them.
7. In reaching high places in your room, as in painting, in hanging curtains, or in cleaning, use a sturdy ladder or stepstool rather than a chair.
8. Avoid entering your closet with a candle or match which is lighted.

TEEN GUIDE TO HOMEMAKING: [Third Edition]
Marion S. Barclay
Frances Champion
Jeanne Hayden Brinkley
Kathleen W. Funderburk

HOME SAFETY—WHAT'S YOUR SCORE?

Check either the blank under Yes or No

Yes No
___ ___ 1. Do you keep the floors of your home free from any obstacles that might cause a fall?
___ ___ 2. When grease or anything slippery is spilled on your floor, do you clean it up immediately?
___ ___ 3. Do you use a stepladder rather than a chair to reach high places?
___ ___ 4. Do you use safety rather than friction matches in your home?
___ ___ 5. Do you light a match by striking it away rather than toward your body?
___ ___ 6. Do you provide for safe disposal of lighted matches in all parts of the house?
___ ___ 7. Are matches out of reach of children?
___ ___ 8. Do you lift covers of steaming saucepans away from you?
___ ___ 9. Do you keep handles turned to the center of the stove?
___ ___ 10. Do you test water temperature before putting whole hand in it?
___ ___ 11. Do you have clear poison labels on bottles?
___ ___ 12. Do you discard all leftover medicines?
___ ___ 13. Do you provide for safe storage of knives?
___ ___ 14. Do you immediately repair frayed electrical cords?
___ ___ 15. Do you place pins in your mouth?
___ ___ 16. Do scatter rugs in your home have nonskid anchors?
___ ___ 17. Do you keep a first-aid kit handy in your home?
___ ___ 18. Do you know how to treat a burn?
___ ___ 19. Do you use a sharp knife by cutting away from your body?
___ ___ 20. Is your bottom basement stair well lighted or painted white?
___ ___ 21. Do you remember to never put hand inside radio or television set?
___ ___ 22. Do you open garage door before starting car?
___ ___ 23. Do you permit electrical applicances to be used in your bathroom?
___ ___ 24. Do you store such items as boxes or cans on steps of stairways?
___ ___ 25. Do you know where the shutoffs for your gas, water and electricity are located?

PROGRAM PLANNING FOR HOME ECONOMICS IN SECONDARY SCHOOLS OF MINNESOTA: Curriculum Bulletin No. 12D; State of Minnesota, Department of Education, 1968.

There's no place like home . . . for an accident

I Two age groups commonly involved in accidents

II To prevent accidents

1. Children
   - A. Remove hazards from child's environment
   - B. Proper supervision (particularly if in a bathtub, pool or near a grill)

2. Elderly
   - A. Make a safe home
   - B. Help them to realize that they can't do what they use to do

III The main types of accidents

1. falling
2. home fires
3. poisoning

IV Prevention

A. Falls
   1. Stairs should be adequately lit
   2. Stairs should have sturdy handrail
   3. Do not leave clutter on the stairs
   4. Don't carry too much up the stairs at one time
   5. Eliminate scatter rugs or tape them down with double faced tape
   6. Wipe up spills
   7. Keep traffic pattern areas clear of obstruction
   8. For people with poor eyesight, put a piece of colored tape at the edge of the beginning step and at the edge of the last step
   9. Always use a steady step ladder to stand on

B. Fires

   Rules for fire prevention
   1. Never overload circuits "octopus outlet"
   2. Never put a higher fuse in than is called for
   3. Ground electrical appliances
   4. Never smoke in a house that has an oxygen tank
   5. Don't smoke in bed or when tired
   6. Store gasoline in a proper container and away from the house
   7. Keep pot handles turned in on the stove, so no one can knock into them
   8. Be careful of long sleeves, flimsy loose clothes and long hair near the stove
   9. Keep baking soda or salt (never water or flour) near stove to throw on a grease fire
   10. Have a smoke alarm
   11. Have a fire extinguisher
   12. Have a fire escape plan
   13. Special fire stickers on windows in children's room

Fire escape plan

1. Sleep with bedroom door closed
2. Feel if the door is hot before entering into the hall to escape or to get children
3. Get out quickly
4. Teach children what to do
    a) never hide in closet our under bed
    b) go to window and try to get out or wait there
    c) meet at a definite predesignated spot outside to take attendance
5. Stay near floor
6. Drag crippled patients on blanket close to floor and leave by window while you get help
7. Always have 2 ways out of a bedroom - for windows where the jump is long and straight down buy a portable chain ladder and store it near window
8. Never run with clothes on fire. Instead roll on the ground

Types of fire extinguishers

A wood, paper
B flammable liquid, grease fires
Ⓒ electrical fires

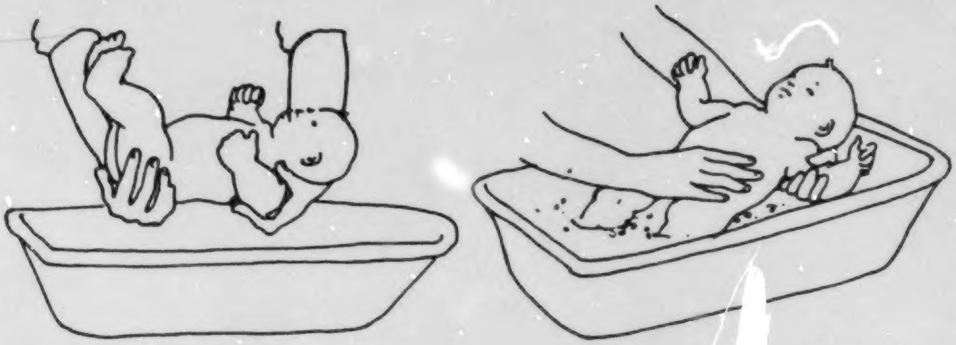
C. Accidental Poisonings

1. Plants
2. Soaps, cleaners
3. Aspirin, medications
4. Lead poisoning

Rules for poisoning prevention

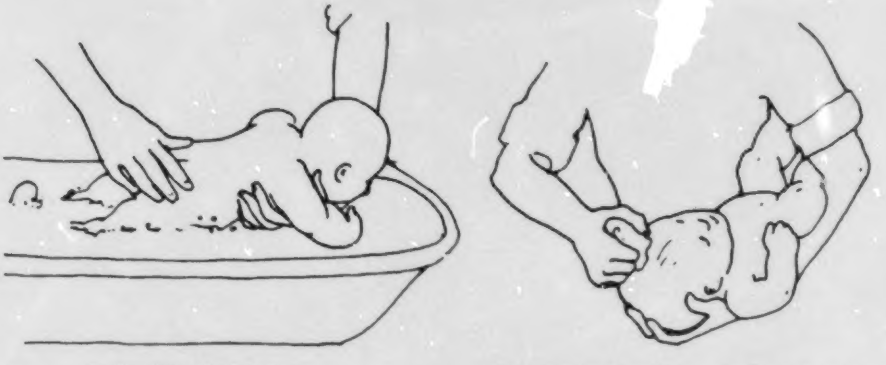
1. Never take medicine in front of children
2. Never give or take medicine in the dark
3. Make sure bottles are properly labelled
4. Never store anything poisonous in a bottle that food came in
5. Throw old or unwanted pills and medications down the toilet, not in the garbage can
6. Immediately call poison control center (one at Beth Israel Hospital) (800) 962-1253
7. Never give treatment for the poisoning unless you read the antidote on the label or call poison control center

SAFEST WAYS TO HOLD BABY DURING BATH TIME*



A. Lowering baby into tub

B. Washing baby's front



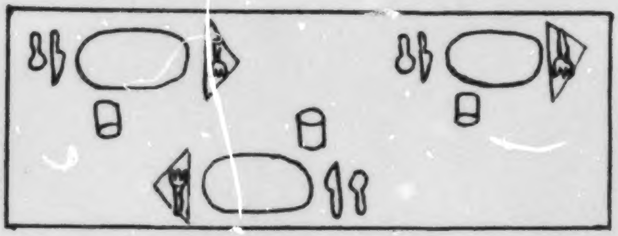
C. Washing baby's back

D. "Football hold" for washing baby's hair

*Taken from BabySense, by Frances Wells Burck, St. Martin's Press, New York, 1979. Pg. 91.

Eating Techniques

Loss of sight interferes with the ease with which eating can be accomplished.



EATING TECHNIQUES CONTINENTAL STYLE

Continental style of eating is easier than it looks. Practice. Patience and Relaxed Fingers are essential to accomplish the task. These are also important for visually handicapped in accomplishing techniques for eating regardless of style:

What is the Continental Style?

Throughout the meal fork is held in left hand with the tines down even as food is brought to the mouth. Knife is kept in right hand and used for placing food on fork as well as for cutting.

What advantages to using this method?

- Fingers and hand never lose contact with utensils. This avoids scratching and knocking utensils onto table surface.
- Remembering where eating utensils are.
- More relaxed and enjoyable meal.
- Less difficulty loosing foods on fork while bringing to the mouth.

THE CONTINENTAL TECHNIQUE

Orientation to plate is necessary. Meat should be placed at 6 o'clock, particularly if meat is to be cut with knife. As necessary, ask what is on the plate, for assistance in locating items. Identify tines of fork and serrated edge of table knife. (Usually 1-½ inches on the end of knife.) Place fork in left hand if right-handed. Vice-versa, with tines down. Hold knife in right hand. Check to be sure cutting edge is down. This can be done by running edge along tines of fork or checking with fingers. Relax fingers and wrist -- most important in accomplishing task. Do not grasp silver with too firm a grip as fingers and hands will cramp and will be too tense.

Meat is generally placed 6 o'clock with silverware in both hands placed on edge of plate nearest to you. Tip of knife is touching tip of fork. Slowly work toward center of dish, as silverware contacts meat follow the shape of meat to determine the size of the piece. Place fork in piercing position to cut, about ½ to 1 inch in from edge of meat.

Bring knife in contact with tines of fork. Check front side of fork with knife to judge size of piece to be cut. Place knife edge on back of fork with tip in contact with tine on left side and cut in a half moon pattern or around the fork. Use knife as a pusher to anchor meat on fork. Continue to hold knife in right hand. It is not necessary to place it on plate. Use as a contact for other foods on plate or as a guide to position meat.

Bring left hand, tines down, to mouth. Arm, Wrist and fingers must be relaxed. Plactice bringing fork to mouth without food to get the motion. Keep knife in contact with food - flat side of blade provides tactile sense as to amount, shape and size of remaining foods.

EATING VEGETABLES

Some vegetables can be pierced with fork: Green Beans, Beets, Lima Beans etc.

Hold silver in same position as described. Use knife to locate vegetable on plate with form tine down, pierce vegetable. Check with knife to see that vegetable is anchored. Relax fingers with tines in contact with plate turn tines up, DO NOT lift from plate. Allow handle of fork to rest between thumb and fore finger. Bring to Mouth. It is not necessary to turn tines up after piercing. Proceed as with meat.

Vegetables That Cannot Be Pierced: Peas, corn, etc.

Hold fork in hand with handle resting between thumb and fore finger, tines up. Use Knife side to push vegetable on fork. Motion can be from 12 o'clock to six: 6 o'clock to 12 or 3 o'clock to nine, depending on the location of the vegetable.

Fingers and wrist must be relaxed and flexible to succeed with motion. Bring food to mouth.

When meal is finished, knife and fork are placed across the right side of the plate. Avoid leaving them partly resting on tablecloth and edge of plate.

SEE WITH YOUR SENSES

Touch

- Use your clean hands to measure, test and judge.
- To test for doneness for such foods as scrambled eggs, etc., feel with the tip of a cooking spoon. The consistency of the food will indicate the degree of doneness.
- Meat can be tested for doneness with a fork. Experience will teach you just how firm to the touch meats should be for various degrees of doneness.
- Identify foods by weight. The salt shaker is heavier than the pepper shaker.

Hearing

- Listen for the sound of boiling water.
- Listen for liquids boiling over when the heat is too high.
- Use a marked timer with a bell.

Smell

- Smell to identify spices. Experience will make this very simple after a while.
- Smell to know when foods are done -- fried foods have a "Browned Odor" , for instance.
- Smell to check for food spoilage.

Safety Hints

-Place pot on stove before burner is turned on.

-Use heavy-bottomed pans that will not tip.

-Turn handles away from edge of stove.

-Do not deep fry in a shallow pan

-Many so-called fried foods can be baked instead: Such as Fried Chicken, potatoes, bacon, etc.

-Do not fill pot to brim. Allow head room.

-Add food to hot liquid by dropping easily from rim.

-Do not fill pot so that it will present a hazard when removing from stove. Use a larger pan than necessary.

-Always use long asbestos oven mitts.

-Drain foods well before adding to hot fat to prevent splatter.

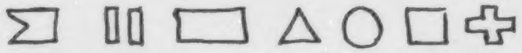
-Do not wear garments with flapping ribbons or ties.

-Keep a mental check list of everything you put out and put it away as soon as you are through with it. Unfamiliar obstructions present a great hazard.

Good Organization

Separate containers having the same shape to avoid confusion, or label with Braille or coded tape.

Make your own labeling code with tape cut into different geometrical shapes, triangles, circles, squares, etc. An almost limitless number of identifying marks can be made by using different shapes.



Start cleaning at one end of a surface and systematically work across.
Save time and motion by having a permanent place for everything.

Do all similar tasks at the same time and same place. For instance, clean all the vegetables at the same time by the sink.

Easier Clean-Up

Use a large tray under all food preparation jobs to catch spills and keep track of small articles.

-Keep a garbage or trash container close to the preparation center so that all refuse can be disposed of before it becomes clutter.

-Cap jars and close boxes immediately after use to keep from confusing closures and avoid spills.

-Organize meals so that only one cooking method is being used for that meal. If the oven is being used, plan foods that can be baked at the same time. Frozen vegetables, potatoes, desert, can all be baking while the roast is getting done.

-Pare over a piece of newspaper or paper toweling for easy disposal.

-Keep soapy water in the sink or basin and place utensils in it right after using. Rinse with cold water if used for eggs, meat or other protein as it will be easier to clean.

-Keep a damp washcloth handy and wipe fingers clean to avoid smears and smudges. The visually handicapped cook performs tasks with her hands and it is essential to practice utmost cleanliness.

Save Time

Plan meals and shopping list for the whole week. You can save time by shopping only once a week and save cooking time by cooking ahead when it is convenient. For instance: you might bake apples or prunes for the next day while the oven is on.

Use ready mixes when it is efficient and economical. Have others shop with you from time to time to help familiarize you with new products. Clerks will be helpful if you shop during slow hours.

If you have a freezer, cook double quantities of foods that freeze well and store the extra portion. Foods such as spagetti sauce, stews, creamed chicken, meat loaf, etc., Freeze Well.

Use as many cook-and-serve dishes as possible.

Use a pair of kitchen shears for cutting salad greens and trimming meats.

Use a paper bag to coat foods with seasoned flour. Mix flour and seasoning together and shake in closed bag. Do a few pieces at a time. Use a tablespoon of salt, ½ teaspoon of pepper to each cup of flour. One cup will flour one chicken or about two pounds of meat.

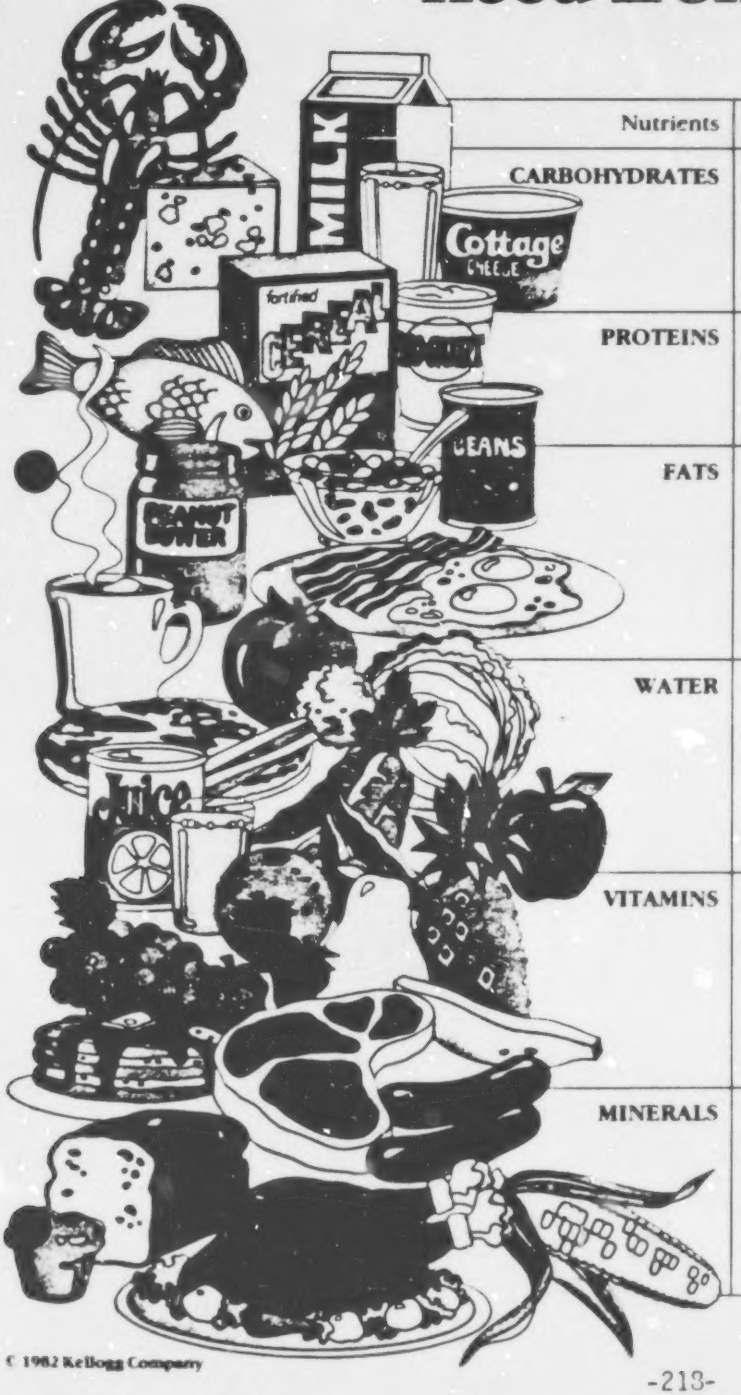
Many ingredients have characteristic packaging. Try to become familiar with standard cartons of soap, detergent, cornmeal, spices, etc.

It will be easier to reclose packages if they are carefully opened than torn open.

NUTRIENT REFERENCE CHART

GROWING UP HEALTHY

What does your body need from food?



Nutrients	Functions	Main Food Sources
CARBOHYDRATES	Supply energy. Spare protein for tissue building and repair.	Breads, cereals, corn, potatoes, rice, spaghetti, macaroni, noodles, fruits, vegetables, honey, jelly, syrups, and sugar.
PROTEINS	Build and maintain all tissues. Help regulate body processes, and supply energy.	Eggs, fish, meat, poultry, cheese, milk, nuts, dried peas and dried beans, and peanut butter.
FATS	Supply food energy in a compact form. Weight for weight, fats supply two-and-a-fourth times as much energy as carbohydrates and proteins. Carry fat-soluble vitamins. Are sources of essential fatty acids.	Cooking fats and oils, butter, margarine, salad dressings, bacon, sausage and other fatty meats.
WATER	Plays an important part in all cells and fluids in the body. Carries nutrients to and waste from body tissues. Aids in digestion and absorption of food, and helps regulate body temperature.	Water, beverages, soups, fruits, and vegetables. Most foods contain water.
VITAMINS	Have many life-maintaining and growth-promoting functions in the body. Some help body tissues use oxygen to release energy from food while others help build and maintain body tissues.	Fruits, vegetables, meats, fish, fortified and whole-grain cereals, whole-grain and enriched breads, and milk.
MINERALS	Have many functions such as helping build and maintain bones and teeth (calcium), helping body tissue use oxygen (iron), and helping nerves and muscles function (electrolytes)	Fruits, vegetables, meats, fortified and whole-grain cereals, whole-grain and enriched breads, and milk and milk products.

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FOOD REQUIREMENTS

Child (2-10 years)

- Likes and dislikes developed now — become rather firmly established and often result in lasting habits.
- New foods should be introduced in small portions.
- Bribing with sweets is not good practice.
- Bright colored foods are well received.

Adolescent

- Most difficult age as far as eating a balanced meal is concerned.
- He eats great quantities.
- Nutritional needs of boys reach highest point of any period of life.
- "Growth spurt" begins in girls about 10 or 11 and in boys from 13 - 15 years.
- Good breakfast is important — actually aids weight control as it reduces tendency to snack or overeat at lunch.

Adult

- Likely to gain weight slowly beginning about age 25.
- Needs balanced diet and strong will power.

Aging Adult

- Calorie requirements lessen with each year.
- Impairment of teeth may require soft foods — chopped and pureed meat and fish are good tender protein sources.

Special Diets

There may be patients whom you serve who have heart disease, digestive disorders, or some other condition for which the physician has prescribed a diet. These diets are important for the patient's treatment and are therefore called "special diets".

Diabetic Diet

- No regular sugar - they may have a substitute — liquid, tablet or granular. If you use this in cooking, do so only according to directions. Too much causes a bitter taste.

- No regular jellies, jams, syrups. There are dietetic types used by diabetics and people on low-calorie diets.

No sweetened canned or frozen fruits. Use water-packed or fresh fruit, without sugar.

No regular gelatin — use unflavored gelatin (Knox) or diabetic type (Dzerta).

Consult an exchange list — available in agency office.

Fat or Cholesterol — for some heart conditions. This means certain kinds of fat only.

Usually no butter, whole milk or lard, corn oil margarine, corn or vegetable oil shortenings. Skim milk is permitted.

Trim fat from meats.

No skin of chicken or turkey.

One egg yolk a day — extra whites all right.

This diet eliminates fat from meat sources, butter, cream, egg yolk. In general, vegetable sources are allowed.

Liquid Diets —

- Clear - you seldom will have this diet as the person will need specialized care if over a day or two.

Includes coffee or substitute (if allowed), tea with lemon, carbonated gingerale, flavored gelatine, water ice, broth, or bouillon.

- Sugar - hard candy at times allowed. Doctor may allow apple juice — no milk products or other foods.

- Full fluids — milk and milk drinks, tea, coffee, carbonated beverages, plain ice cream, sherberts, custard, yogurt (plain), flavored gelatine, strained vegetables and fruit juices, strained cream soups, bouillon, consomme, butter or margarine, flavoring in soups. Strained baby cereal or gruel, farina (liquified with milk or cream). No cheese.

Soft — same as full liquid but foods can be added as patient can tolerate — usually food is soft because of dental or swallowing difficulties. (If Bland see previous diet). Meats - tender, white bread, spaghetti, noodles, soft cooked vegetables allowed.

Light — usually similar to soft, but person may desire meats not ground. This is a term used by some physicians, meaning bland, or easy to digest.

Tube Feeding — each tube feeding is a specific recipe, with instructions. Follow carefully, especially the order for adding ingredients. These vary according to content and need. DO NOT keep over 24 hours, Any not used, throw away. However, report this to nurse or doctor as this is the patient's only food and there is reason to increase strength.

Special nourishments -- supplementals available, some are mixed according to formula. Read instructions and follow. This is in place of medicine and acting as such.

YOU, as a Homemaker-Home Health Aide will keep in mind —

Patients with poor teeth or inadequate dentures may not be able to chew regular food, and need food that is softer or smaller in size

Bland Diet — such as for ulcers.

Little seasoning.

Food should be tender — no tough meats.

No fried foods — may be indigestible.

Fruits — only raw banana or very ripe pears, peaches. Others canned.

At times, foods may need to be strained or chopped, such as vegetables. Vegetables all cooked — avoid any that cause gas.

Low Sodium or Low Salt — may be used for some heart conditions or overweight.

No salt in cooking — may have a substitute; if so, it may be added at table. Do not use any substitute in cooking — gives the food very bad taste.

No tenderizers (Adolph's) or monosodium glutamate (Accent) — these have a sodium taste.

Regular canned vegetables have salt; some special canned vegetables are available.

Regular bread and butter or oleomargarine may be allowed or patient may be on a salt-free bread and sweet butter or margarine.

Other seasonings such as garlic powder or onion powder may be used. However, do not use seasoned salt, onion salt, etc.
Do not use any of these until you check with family.

Some people on this diet cannot have baked goods unless they are made with special baking powder.

Eggs are usually restricted to one a day and meat and milk may be limited.

Low Fat — for gall bladder conditions, etc.

There may be limited amount of butter or oleomargarine.

Cream sauces, cream mayonnaise, dressing, etc. — either eliminated or used with discretion.

Gravies with little or no fat.

No fried foods.

Often skim milk is used — powdered with A and D vitamins,or fluid.

"Food for Special Needs"

1. What does "lactose" mean?

2. How many more calories a day does a woman need during pregnancy? __________
   How many more calories a day does a woman need during lactation? __________
3. What are the main nutrients a woman needs to increase during pregnancy and why?
   1.
   2.
   3.
4. Why do nursing women need a lot of fluids in their diets?

5. How much weight should a woman gain during pregnancy?
6. Why is it dangerous to gain too little weight during pregnancy?

7. What foods are good for preventing constipation?

8. List 4 hints for how to feed a baby a bottle?
   1.
   2.
   3.
   4.
9. What are some advantages of breast feeding?

10. Why should you try to avoid feeding a baby a bottle at bedtime?

11. List 3 hints for feeding a baby solid foods.
    1.
    2.
    3.
12. Why do many children need snacks?

"Food for Special Needs" (cont'd)

13. List 4 hints for developing a positive mealtime environment
    1.
    2.
    3.
    4.

14. How might you entice children to eat vegetables?

15. What does a "nutrient-dense" food mean?

16. Why is it important for older adults to cut down on calories, but make sure that what they eat is "nutrient-dense".

17. What are 5 hints for preparing and serving meals to convalescents?
    1.
    2.
    3.
    4.

18. What things can not be bought with foodstamps?

19. What food service programs are available to the aged and what is the purpose of each?

"Special Diets"

I. Write a menu for breakfast, lunch and dinner that meets the following requirements:

1. Each meal must contain one food from each of the Basic 4 food groups.
2. Each meal must be prepared and eaten in the 3 periods of class time, so watch timing.
3. Try to keep the meals low to moderately priced.
4. Try to plan meals with "sensory appeal".
5. Each meal must be for a different type of diet. Suggestions: low calorie, low sodium, low cholesterol (low saturated fat) and diabetic (low sugar). Use pamphlets and texts for nutritive content of foods and use cookbooks for creative menus.

II. Make a separate market order for each meal. List menu, cookbook titles and pages on the market order. List specific amounts of food, special brands and types on the market orders. (Recipes should be for 2-3 persons). Also prepare market order sheets for Merit Foodtown by compiling total amounts of food to be ordered from both students.

III Make approximate time schedules on the back of the market orders for each meal. (include table setting and clean-up).

Title: MODIFYING FAMILY DIET TO FEED THE ELDERLY *

Information

Food needs of the old age, or geriatrics, are different than those for children and young adults.

Calorie needs for elderly are reduced 5 per cent for each decade after age 30.

Change in energy expenditure lessens the need for high caloric intake.

Elderly people have difficulty in chewing due to loss of teeth or ill-fitting dentures.

Foods the elderly should avoid are highly seasoned foods, rich sauces, whipped cream, fried foods, rich pastries and coarse grain foods.

Many elderly people have developed allergies to certain foods.

Loss of appetite may be due to food not served attractively (alteration destroys attractive appearance of food) or need for companionship.

Special diet needs are required for those who need to gain or lose weight; have special diets (low salt, high protein, dietetic or low calorie; diabetic persons, where certain foods are forbidden and exact amount of food eaten (according to diet plan) must be weighed.

Sample of family menu for one day altered to fit the needs of an elderly person who needs either a soft or light diet because of difficulty in proper chewing and digestion.

Breakfast

Family	Elderly Soft	
Sliced Oranges	Orange Juice	Sliced Orange
Fried Eggs, Bacon	Poached Egg on Toast	Scrambled Egg
Buttered W. W. Toast	(enriched white bread)	Broiled Bacon
Cocoa-Coffee	Cocoa-Coffee	Buttered White Toast
		Cocoa-Coffee

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* Taken from Vocational Home Economics Job Training:Multi-Area Curriculum, Ohio State.

Title: MODIFYING FAMILY DIET TO FEED THE ELDERLY

Lunch

Family	Elderly Soft	Elderly Light
Cabbage Roll	Broiled Beef Patty	Broiled Beef Patty
Mexi-Corn	Molded Jello	Mexi-Corn
Molded Fresh Cranberry Salad	Cottage Cheese	Molded Cranberry Salad
Pineapple-Cheese Dressing	Buttered Roll	Baked Apple
Butter Roll	Apple Sauce	Milk
Baked Apple w/Whipped Cream	Milk	
Milk		

Dinner

Family	Elderly Soft	Elderly Light
Fresh Fruit Cup	Fruit Juice	Fresh Fruit Cup
Pot Roast Beef	Blender Pot Roast Beef	Pot Roast Beef
Browned Potatoes,Gravy	Boiled Potato	Boiled Potato
Broccoli-Hollandaise	Pineapple-Cheese Salad	Broccoli
Tossed Salad-French Dres.	Vanilla Ice Cream Topped with Peach Filling	Tossed Salad
Peach Pie A la mode	Coffee-Milk	Peach Pie or Vanilla Ice Cream
Coffee-Milk		Coffee-Milk

The regular diet may be modified by omitting certain highly flavored seasonings and sauces; chopping, grinding or blending foods which are difficult to chew; eliminating forbidden foods; changing cooking methods; reserving food before adding a forbidden sauce or seasoning; or removing hull or stringy fibers from food.

Make mealtime a social event in the life of the elderly as well as nourishment for the body. A pleasant atmosphere is just as important as tasty, well prepared food.

Terms

Geriatrics (jerry a' trix) - elderly age group.

Calorie - measurement which determines amount of energy certain foods provide.

Dentures - false teeth.

Diabetics - inability of the body cells to make use of simple sugar. Foods such as sugar, starches and certain portions of protein and fat are changed to simple sugar after entering the body.

Allergy - hypersensitive to something otherwise considered harmless (example: foods).

A la mode - served with ice cream.

Pot roast - less tender cut of meat cooked with moisture and a cover (usually in oven - vegetables may be added).

Hollandaise - rich cream sauce used over vegetables.

Title: MODIFY FAMILY DIET TO FEED THE ELDERLY

1. What are the characteristics of a well balanced menu for one day?
2. What types of foods are often forbidden in feeding the elderly?
3. Why do elderly people need foods which differ from the other members of the family?
4. Do the nutritional needs change for advancing age?
5. What foods are suitable for a soft diet?
6. What foods are suitable for a light diet?
7. What foods are suitable for a liquid diet?
8. How can foods prepared for the elderly be made appealing?
9. How can food be prepared for the elderly who have difficulty in chewing?
10. How can mealtime for the elderly become a social event?
11. What way would you suggest for modifying these foods found in the family menu for feeding an elderly member?

    Home fried potatoes
    Fruit pies
    Pan fried bacon
    Tossed salad
    Fresh fruit

12. Why were such foods as pot roast, gravy, cabbage, broccoli, hollandaise sauce, peach pie eliminated or altered in the pattern menu from the regular family diet to the soft or light diet?
13. Why is the atmosphere for eating important in feeding the elderly?

Executive Housekeepers

Home Economics Department
County Regional High School

4th ed. D.O.T. 187.

Keeping house in a private home is usually the job of one person who buys food, cooks meals, cleans, does laundry, and keeps things running smoothly. Housekeepers do these chores continually so that family members stay well-fed, clean, and healthy.

Executive housekeepers do much of this work on a large scale. They hire and train staffs that vary in size from ten to a hundred or more people to "keep house" for public institutions. They work in hotels, motels, resorts, clubs, condominiums, hospitals, nursing homes, retirement homes, residence halls and dormitories, and schools and colleges.

The job of executive housekeeper once went simply to the most experienced person. Today many executive housekeepers have a background of college study, training, and experience in management techniques to prepare them for their profession.

Work Performed

Executive housekeepers oversee housekeeping workers such as room attendants, hall cleaners, linen room attendants, laundry employees, and others. In some places they supervise service personnel who set up rooms for conventions, banquets, exhibits, and other meetings.

Executive housekeepers set work standards and procedures; hire, discipline, and discharge workers; train new employees; and keep employee records. They keep an inventory of supplies and order departmental supplies and equipment. Other administrative work includes preparing a departmental budget and recommending painting, repairs, and replacement of equipment and furnishings. Hospital housekeepers work to make sure patients have a safe, germ-free environment. They follow strict guidelines to insure cleanliness. To do so they must have a basic knowledge of sanitation principles to prevent the spread of infection and communicable diseases. Executive hospital housekeepers are aware of the importance of a good interrelationship among the housekeeping, admitting, maintenance, nursing, and laundry departments. This awareness helps them to coordinate housekeeping activities with those of other departments, and also to forestall or resolve personnel conflicts. They develop in-service training programs to teach the housekeeping staff the right use of materials and equipment, and special work techniques. They try to keep personnel turnover low.

In many hotels and motels the housekeeping department has the largest number of employees. Only the foodservice department may be larger. In hospitals the housekeeping department is the second largest work force after the nursing staff. In large hotels or motels most of the duties of executive housekeepers are administrative; they

New housekeeping staff members get an introduction to their responsibilities. Executive housekeepers hire and train workers such as room attendants, hall cleaners, laundry employees, and other service people.

Photo courtesy of National Executive Housekeepers Association, Inc.

File under: 4th ed. D.O.T. 187. Service Managers & Officials (Executive Housekeepers)

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may direct a cleaning staff of more than a hundred workers. In small or medium-sized hotels and motels they supervise and may share cleaning chores with the staff. Their administrative work is limited.

Sometimes executive housekeepers who work for large hotel or motel chains have special assignments to reorganize housekeeping procedures in hotels and motels, especially those recently bought. They may also set up housekeeping departments and cleaning procedures in new establishments. They may have the authority to choose and buy new furnishings and supplies.

Large hotels, motels, and hospitals usually have supervisors for each work shift and floor housekeepers who supervise their assigned floors. Their main tasks are job assignments and work inspection. Some hotels and motels have assistant executive housekeepers.

Working Conditions

In general, working conditions are excellent. Executive housekeepers work in clean, well-ventilated, well-heated buildings. They have their own comfortable offices, but they spend time in other parts of the establishment. At times they may walk or stand for long periods.

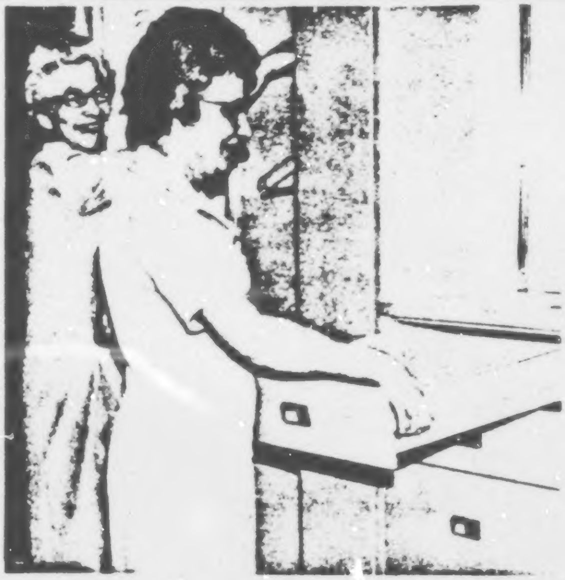
Executive housekeepers meet and serve many different kinds of people. As management personnel they have the authority to make independent decisions. They enjoy job security, since the work is stable and is not considered seasonal. These employees often work past normal retirement age.

Hours and Earnings

In general, executive housekeepers work a forty-hour week. Housekeepers in resort hotels or motels may work longer hours during the tourist season. Executive housekeepers who live in the hotel have regular hours, but they may be on call at any time.

Executive housekeepers are salaried employees. Salaries vary with establishment size and location and with the responsibilities, experience, and competence of the individuals.

Beginning workers in large establishments and experienced workers in small establishments may earn $8,000 to $10,000 a year. Qualified experienced housekeepers in large establishments may earn from $15,000 to $25,000 a year. Many institutions give their executive housekeepers living quarters, meals, laundry service, and other benefits, such as paid vacations, sick leave, and hospitalization insurance.



In small or medium-sized hotels and motels, executive housekeepers supervise and may share cleaning chores or other work with the staff. Their administrative work is less extensive than that of executive housekeepers in large establishments.

Photo courtesy of Executive Housekeeper

Education and Training

The demand for qualified, well-educated executive housekeepers is on the rise. Although many executive housekeepers now in the profession are not college graduates, most realize that experience alone is not enough. They know that keeping informed of new techniques and ideas requires continual study.

Until recently the only preparation for this career was housekeeping department experience. A capable person could start at the bottom and advance to become supervisor, then assistant housekeeper, and finally executive housekeeper. Formal education was not considered important if one had good business sense, organizational and supervisory ability, and the knowledge to do paper work. Many small motels, hotels, and private institutions still use these standards.

The National Executive Housekeepers Association stresses the importance of formal college study, followed by an internship, for future executive housekeepers. The association suggests the following courses: sociology, psychology, economics, personnel management and human relations, communications, budgeting, records, purchasing, basic interior design, maintenance and controls, and safety and sanitation. Executive housekeepers should have a basic knowledge of accounting and the ability to keep records and prepare budgets and reports. A fundamental knowledge of labor laws and safety regulations is vital.

Several colleges, community colleges, and vocational schools offer programs that prepare students for institutional housekeeping management. Other colleges may offer refresher courses as part of continuing education programs for people already employed in the field.

In high school a business course with electives in textiles, general science, and chemistry will serve as a foundation for this work. Many students find that part-time or vacation work in hospitals, hotels, motels, resorts, and summer camps expands their education and teaches them institutional housekeeping procedures.

Personal Qualifications

The personal qualifications of executive housekeepers are those required of any capable business person: intelligence, poise, friendliness, dignity, flexibility, a sense of humor, and above all, organizational ability. They should like to work independently. To be good personnel managers, executive housekeepers must understand people. They must be able to deal effectively with management, employees, the public, and suppliers.

Where Employed

Executive housekeepers work in hotels, motels, condominiums, and clubs; in hospitals, nursing homes, and other health care centers; and in college dormitories, and schools. The best opportunities are in and around large cities. A growing number of resort hotels and motels in less populated localities also offer employment.

Employment Outlook

The employment outlook is good. About 1,000 jobs for executive housekeepers and their assistants will become available each year. Many executive housekeepers now employed are mature workers. Job openings will turn up as these workers retire.

More leisure time, longer vacations, increased ease of travel and desire to travel, and the tendency of Americans to expect more services are incentives for developers who are erecting new luxury hotels and motels. These establishments will have openings for executive housekeepers.

The greater emphasis on health programs and hospital care will also affect the employment outlook for executive housekeepers. The building of new institutional residential buildings and hospitals will create jobs for executive housekeepers.

Entry Methods

This occupation has two entry methods. A person may take a job on the housekeeping staff of a hotel or institution and gradually acquire the skills and experience necessary to become an executive housekeeper. The second entry method requires a person to attend a school or college offering programs in institutional housekeeping management or hotel and restaurant management and then become an executive assistant in a housekeeping department. Those who plan to become executive housekeepers in large establishments will find the second method is the better choice.

Advancement Opportunities

Since executive housekeepers already hold the top position in their profession, further advancement may be limited. However, in many smaller establishments executive housekeepers may become assistant managers and eventually manager or general manager.

Executive housekeepers in a chain-owned property or franchise-affiliated establishment have opportunities to advance into corporate executive housekeeping. They can become inspectors, consultants, or specialists in opening new establishments.

Individuals working in hospitals and other institutions may advance by getting similar jobs

Scheduling and supervising the work of the cleaning staff is one of the many duties of executive housekeepers. They must make sure the work is done well, and that it does not interrupt other activities such as visiting hours for hospital patients.

Photo courtesy of Executive Housekeeper at higher pay in larger establishments. Or they may become general service managers or other administrative personnel in hotels and similar institutions.

Related Occupations

The U.S. Department of Labor classifies executive housekeepers with other service industry managers and officials (4th ed. D.O.T. 187.). This group includes hospital administrators, community organization directors, hotel or motel managers, recreation supervisors and superintendents, executive chefs, food services directors (in schools), convention managers, employment agency managers, golf club managers, theater managers, building superintendents, and motion picture producers.

For Further Research

Futures in Executive Housekeeping. Free.
Education Programs of NEHA. Free.
A Special Job. Color filmstrip and slide show on the training and career of executive housekeepers. Audio cassette available. $25.00.

The National Executive Housekeepers Association
Business & Professional Building
Second Avenue
Gallipolis, OH 45631

Careers in the Hospitality Industry. Free.

American Hotel & Motel Association
Educational Institute
888 Seventh Avenue
New York, NY 10019

Baccalaureate Programs in Hotel, Restaurant, Institutional Management in the United States. Free.

National Institute for the Foodservice Industry
20 North Wacker Drive
Chicago, IL 60606

The Executive Housekeeper. Monthly publication. Annual subcription $12.00.

The Executive Housekeeper
410 North Broad Street
Philadelphia, PA 19108

Functional Housekeeping in Hotels and Motels. Textbook, 192 pages, hard-cover. $12.25.
Room Care for Hotels and Motels. 128 pages, soft bound. $3.35.

Bobbs-Merrill Educational Publishing
4300 West Sixty-second Street
Indianapolis, IN 46206

Hotel and Motel Industry Occupations. Occupational Brief No. 408. $1.00.
Hotel or Motel Managers. Occupational Brief No. 350. $1.00.
Hospital Administrators. Occupational Brief No. 121. $1.00.
Building Managers. Occupational Brief No. 459. $1.00

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Betty Kojima, Staff Associate, Department of Health Facilities & Standards, American Hospital Association, 840 North Lake Shore Drive, Chicago, IL 60611.
Mel Sandler, Associate Professor and Program Director, Hotel Administration, Whittemore School of Business and Economics, University of New Hampshire, Durham, NH 03824; and Consultant, American Hotel and Motel Association, 888 Seventh Avenue, New York, NY 10019.
Council on Hotel, Restaurant, and Institutional Education, Human Development Building, Room 12, University Park, PA 16802.
Peter B. Terenzio, President, Hospital Bureau, Inc., 80 Wheeler Avenue, Pleasantville, NY 10570.
Frank W. Berkman, Executive Director, Hotel Sales Management Association, Suite 1100, 362 Fifth Avenue, New York, NY 10001.

Community Contacts: ____________________

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Home Economics Department
Union [illegible] High [illegible] No. 1

Occupations discussed or illustrated should be considered valid or proper for either sex. Addresses of organizations and prices of publications mentioned are subject to change.

This Brief is available from Chronicle Guidance Publications, Inc., Moravia, NY 13118 Phone 315+497-0330, 0331, 0472. Single copy $1.00 by first class mail. Quantity prices on request.

WHAT PRODUCT FACTS CAN YOU FIND ON THE LABEL?

Select one home care product. Look at the label carefully, record the facts you find on the chart below.

PRODUCT NAME	
Manufacturer's Name and Address	
Size/Net Contents	
Directions for Use	
General Performance Claims/Special Ingredients	
Cautions about Use, if any	
Cost	

1. Open the container. Look, smell and feel the product. Is it similar to what you imagined, based on the label comments? Why/why not?

2. Look at the label itself. Would it attract your eye in a supermarket? Why/why not?

3. What information did you find that you didn't expect on the label?

4. What other information would you like to see on the label? Why?

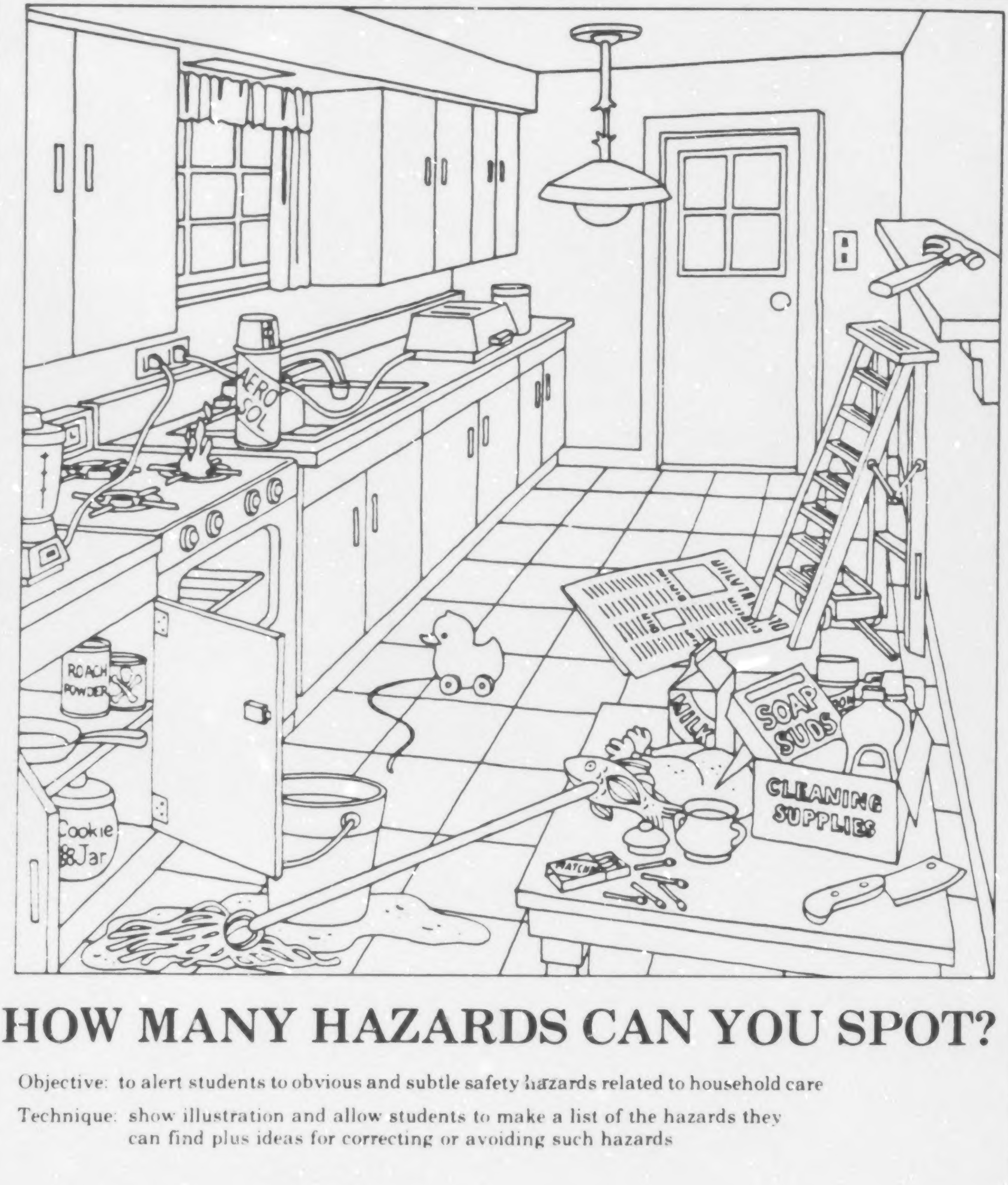
WAYS GERMS ARE CARRIED

AIRBORNE	May be carried free in the air or may settle on food, clothing, walls or floors. They may remain alive and virulent (dangerous) for long periods.
CONTACT	Pass from person to person after prolonged or intimate contact. Pathogens are transmitted by kissing, sexual intercourse, or from inhaling water droplets spread by coughing or sneezing.
HUMAN CARRIED	Passed from person to person or may occur after handling body discharges of the infected person. A person may pass pathogens to another if he is in the incubation period himself.
PRENATAL	Passed directly from the mother's body to the infant in her womb.
ANIMAL CARRIED	Transferred from the animal to the human. Carried by eating meat from an infected animal, touching a sick animal, or receiving an animal bite.
INSECT CARRIED	May be passed through an insect bite or on food touched by the insect.
FOOD CARRIED	Caused by eating unwashed foods carrying bacteria, or may occur by eating spoiled canned products.
WATER CARRIED	May be carried in impure drinking water or in public swimming areas.
SOIL CARRIED	May enter the body through soil contacting open cuts or wounds, stepping on a rusty nail infected with bacteria, or eating foods grown in contaminated soil.

AIRBORNE	ANIMAL CARRIED	INSECT CARRIED
Colds Flu (influenza) Measles Chickenpox Smallpox	Rabies; occurs from bite of infected dog, squirrel, bat Trichinosis; occurs from eating poorly cooked pork of an infected pig Tularemia (rabbit fever); occurs from touching or eating contaminated rabbit	Bubonic or Black Plague; occurs from rat or flea bites Malaria; occurs from bite of Anopheles mosquito Sleeping sickness (narcolepsy); occurs from bite of a tsetse fly Dysentery; common fly may transfer microorganism
CONTACT	**HUMAN CARRIED**	**PRENATAL**
Mononucleosis Venereal diseases (syphilis and gonorrhea) Infectious hepatitis Tuberculosis Conjunctivitis Poliomyelitis	Typhoid fever Mumps Impetigo Whooping cough (pertussis) Diphtheria Poliomyelitis Syphilis and gonorrhea	Syphilis and gonorrhea; may cause fetal blindness, deafness, malformation, or retardation Rubella (German measles); may lead to fetal blindness, deafness or malformation
FOOD CARRIED	**WATER CARRIED**	**SOIL CARRIED**
Dysentery Botulism Worms Salmonella	Typhoid fever Dysentery Poliomyelitis	Tetanus (lockjaw) Dysentery Worms

Most diseases may be carried in more than one way.

Taken from Homemaker Home Health Aide, Huber, [illegible] and [illegible], Pages 84-85


AERO SOL
ROACH POWDER
Cookie Jar
MILK
SOAP SUDS
CLEANING SUPPLIES
MATCHES

HOW MANY HAZARDS CAN YOU SPOT?

Objective: to alert students to obvious and subtle safety hazards related to household care

Technique: show illustration and allow students to make a list of the hazards they can find plus ideas for correcting or avoiding such hazards

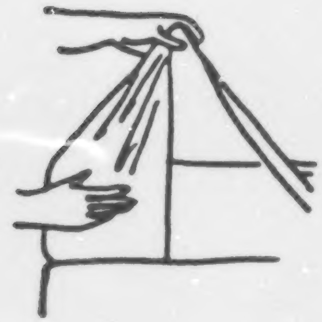
ROOM ATTENDANT'S LINEN REPORT

NAME ______________________ FLOOR ____________ DATE ______________________

ROOM NO	NO BEDS USED	SHEETS		PILLOW CASES		BATH TOWELS		HAND TOWELS		WASH CLOTHS		BATH MATS		REMARKS
		IN	OUT	IN	OUT	IN	OUT	IN	OUT	IN	OUT	IN	OUT	

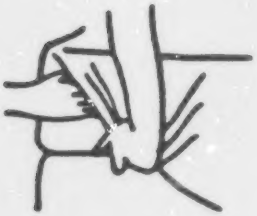
LP 187

HOW TO MITER THE CORNER OF A SHEET



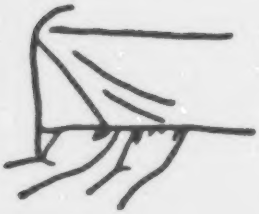
First, after the sheet is in place, tuck the bottom end under the mattress smoothing out all wrinkles.

1. Lift, with one hand, the edge of the sheet and hold it up over the corner of the mattress.



2. With the other hand hold the end of the sheet against the mattress. Bring the top hand down to let the fold cover the hand against the mattress. Keep it smooth and tight.

3. Tuck the edge of the sheet between the box spring and mattress to make a smooth and square cover.



This method can be used to miter the corner of a bottom flat sheet on all four edges of the mattress. It can also be used to miter the bottom corners of the top sheet and blanket.

A ROOM ATTENDANTS WORK DAY IN HOUSEKEEPING

IN THE HOUSEKEEPING OFFICE PICK UP YOUR KEY AND A.M. ROOM CHECK. TAKE ROOM CHECK IN YOUR ASSIGNED SECTION GO BACK TO THE OFFICE AND ON A ROOM ATTENDANTS WORK SHEET COPY ALL THE NUMBERS OF THE ROOMS THAT HAVE TO BE CLEANED, DESIGNATING THE CHECK OUT ROOMS, AS THEY WILL HAVE TO BE CLEANED FIRST.

GET YOUR WORK CART, AND GO TO THE FIRST CHECK OUT ROOM TO BE CLEANED. A HOUSEMAN WILL LEAVE A SUPPLY OF LINEN ON THE CART FOR 16 ROOMS. EACH ROOM SHOULD TAKE 20 TO 25 MINUTES TO BE COMPLETED. EIGHT ROOMS SHOULD BE DONE IN THE MORNING, AND EIGHT IN THE AFTERNOON.

CLEANING A COMPLETE ROOM:

UPON ENTERING, STRIP ALL OF THE DIRTY LINEN OFF OF THE BEDS AND OUT OF THE BATHROOM. THIS IS ALL TO BE THROWN DOWN THE LAUNDRY CHUTE AS SOON AS POSSIBLE.

OPEN A WINDOW TO AIR A ROOM OUT. EMPTY ALL OF THE ASH TRAYS, TRASH PAILS, AND ANY OTHER GARBAGE IN THE ROOM. CARRY OUT ANY TRAYS AND DISHES BELONGING TO THE RESTAURANT AND PLACE THEM ON TOP OF THE ICE MACHINE. WASH THE ASH TRAYS, TRASH PAIL, ICE BUCKET AND TRAY, ALWAYS WIPE DRY.

CLEAN THE BATHROOM FIRST:

SPRAY YOUR TILE, TUB, TOILET BOWL WITH YOUR ALL PURPOSE CLEANER. CLEAN, RINSE, AND WIPE DRY. CHECK THE SHOWER CURTAIN, IF WET WIPE IT DRY. IF THE CURTAIN IS SOILED REPLACE IT WITH A CLEAN ONE. DUST YOUR LIGHT FIXTURES AND REPLACE ANY BURNT OUT BULBS.

SPRAY YOUR SINK, (LIFT OUT THE SINK STOPPER, AND CLEAN THIS TO) CLEAN ALL OF THIS, RINSE AND WIPE DRY. CLEAN ALL THE CHROME -- UNTIL SPOTLESS AND SHINY. DUST PLUMBING UNDER THE SINK.

CLEAN ALL MIRRORS. REPLENISH ALL SUPPLIES NEEDED. (SOAP, GLASSES, TOWELS, ETC.) MOP THE BATHROOM FLOOR, LOOK BACK AND CHECK THAT NO MOP STRINGS ARE LEFT OF THE FLOOR.

CLEANING THE BEDROOM:

IN CHECK OUT ROOMS ONLY: CHECK UNDER THE BEDS, AND ALL THE DRESSER DRAWERS. ANY ITEMS FOUND ARE TO BE LOGGED BY DATE AND ROOM NUMBER, AND TURNED INTO THE HOUSEKEEPER, OR ASSISTANT, OR SUPERVISOR. CHECK THE BED PAD, AND IF SOILED REPLACE WITH A CLEAN ONE. FIX THE BED AND ONLY IN THE WAY YOU WERE TRAINED TO DO IT. CHANGE ANY SOILED SPREADS. REPLENISH ALL SUPPLIES REQUIRED. DUST ALL FURNITURE, OVER THE BED HEAD BOARD, TV, PICTURES, MIRROR, COAT RACK, CHAIRS, LIGHT FIXTURES, (REPLACING BURNT OUT BULBS), WINDOW SILLS, ETC....
VACUUM THE RUG, THE WHOLE RUG IN EVERY ROOM. CLOSE THE WINDOW (THIS IS IMPORTANT--DON'T FORGET!) CLOSE THE BLACKOUT DRAPES TO THE METAL DIVIDER IN THE WINDOW, AND THE DRAPE (CURTAIN) IS TO BE CLOSED ALL THE WAY.

LOOK BACK BEFORE YOU CLOSE THE DOOR. HAS THE ROOM BEEN DONE PROPERLY?

PLEASE TAKE PRIDE IN YOUR WORK, (IN THE LONG RUN IT WILL SAVE TIME) AND A SATISFIED GUEST WILL ALWAYS COME BACK.

RAMADA INN

HOUSEKEEPING RULES

WHEN STRIPPING:

DON'T FORGET: BED #1 IS THE BED BY THE DOOR.
BED #2 IS THE BED BY THE WINDOW.

MARK EACH ROOM DOWN, ROOM BY ROOM AS YOU STRIP IT.

CLEAN YOUR BATHROOM FIRST:

ALWAYS REMEMBER: ANYTHING WET MUST ALWAYS BE DRIED.

SPRAY ALL THE TILE, TUB (INSIDE AND OUT) TOILET BOWL (ALSO INSIDE AND OUT) WITH YOUR ALL PURPOSE CLEANER. WHILE THIS IS DISSOLVING THE DIRT, GET ALL YOUR ASH TRAYS, ICE BUCKET, TRAY, AND GARBAGE PAILS (EMPTY FIRST), AND WASH AND DRY ALL OF THESE. NOW WITH YOUR DOODLE BUG, WITH THE BLUE PAD ON IT, SCRUB THE TILE ALL AROUND, (MAKING SURE TO CLEAN IN AND AROUND THE SOAP DISH) THAN CONTINUE DOWN INTO THE BATH TUB, INSIDE AND OUT. RINSE ALL OF THIS OFF GOOD, WITH PLENTY OF WATER. CHECK YOUR SHOWER CURTAIN, IF IT IS CLEAN JUST WIPE IF DOWN. IF IT IS DIRTY, GO DOWNSTAIRS AND GET A CLEAN ONE AND CHANGE IT.

NOW WIPE EVERYTHING DRY----INCLUDING YOUR CHROME.

NOW DO YOUR MIRROR WITH YOUR WINDOW CLEANER. ALSO DO MIRROR ON THE DOOR. REACH UP AND DUST OVER THE LIGHT FIXTURE WITH A DRY CLOTH, ALSO AROUND YOUR LIGHT BULBS.. NOW TAKE THE SINK STOPPER OUT, CLEAN IT OFF, AND CLEAN YOUR SINK.
MAKE SURE ALL THE CHROME IS SPOT FREE AND NICE AND SHINY.
CLEAN THE TISSUE DISPENSER. (SHOULD YOU SEE YELLOW TISSUES, THIS IS A SIGN TO LET YOU KNOW TO PUT IN A NEW BOX.)

NOW REPLACE ALL THE TOWELS AND WASH CLOTHS NEEDED. THERE SHOULD BE 3 OF EVERYTHING. (BATH TOWELS, HAND TOWELS & WASH CLOTHS.)+ 1 BATH MAT.

CLEAN YOUR TOILET BOWL OUT GOOD, IN AND OUTSIDE OF IT. SPRAY YOUR ALL PURPOSE CLEANER ON THE BATHROOM FLOOR. NOW WITH YOUR BROWN SPONGE ON THE DOODLE BUG, SCRUB THE BATHROOM FLOOR, REACHING BACK UNDER THE SINK, IN BACK OF THE TOILET BOWL, AND IN ALL THE CORNERS, NOW WITH YOUR CLEAN MOP, RINSE OFF THE FLOOR UNTIL CLEAN.

ANY LIGHT BULBS THAT HAVE BLOWN OUT ARE TO BE REPLACED IMMEDIATELY!

40 WATT BULBS GO IN THE BATHROOM. NO OTHER SIZE!
60 WATT OVER BED AND ENTRANCE.
100 WATT SWAG LAMP.

NO MATCHES ARE TO BE PUT IN THE BATHROOM.
ONE BAR OF CAMAY SOAP SHOULD BE BY THE SINK.
ONE BAR OF SAFEGUARD SOAP SHOULD BE AT THE END OF THE VANITOR, CLOSE TO THE BATH TUB.

(IF A GUEST IS A STAYOVER, YOU DO NOT NEED TO REMOVE HIS OPEN BAR OF SOAP THIS SHOULD BE DONE IN A CHECK OUT ONLY.)

CLEANING THE BEDROOM:

OPEN WINDOWS, TO AIR ROOM OUT. DON'T FORGET TO CLOSE WINDOW!

YOU HAVE PUT ALL THE LIGHTS OUT, AND OPENED THE DRAPES WHEN YOU TOOK ROOM CHECK??? IF NOT THIS IS WHAT YOU WERE TAUGHT TO DO, SO REMEMBER TO DO IT FROM NOW ON.

ALL OF THE SPREADS, BLANKETS, AND PILLOWS WERE PUT NEATLY ON A CHAIR OR THE OTHER BED. NOW LOOK UNDER BOTH BEDS TO SEE THAT THERE WAS NOTHING LEFT UNDER OR THAT NO GARBAGE WAS THROWN UNDER IT.

CHECK THE BED PAD, REPLACE ANY THAT ARE STAINED, AND NEED TO BE CHANGED. NOW TAKE A SHEET AND PUT THE CENTER FOLD IN THE CENTER OF THE BED. THIS WILL ALLOW YOU TO HAVE THE SAME AMOUNT ON BOTH SIDES. TUCK THE SHEET IN UNDER THE MATTRESS AT THE HEAD OF THE BED, THAN GO TO THE FOOT OF THE BED AND TUCK THE SHEET IN. NOW GO BACK UP TO THE HEAD OF THE BED AND MAKE THE HOSPITAL CORNERS, AS YOU WERE TAUGHT. WORK DOWN TO THE BOTTOM OF THE BED. NOW DO THE SAME WITH YOUR TOP SHEET CENTERING IT ALLOWI 6 TO 9 INCHES EXTRA TO HAVE TO FOLD OVER THE BLANKET. PUT THE BLANKET ABOUT A FOOT FROM THE TOP OF THE BED, STRAIGHTINING IT OUT SMOOTH, THAN ALONG WITH THE TOP SHEET AGAIN MAKE THE SAME HOSPITAL CORNERS ONLY AT THE BOTTOM OF THE BED. THE REST OF THE SIDE SHEET SHOULD HANG LOOSELY. TURN BACK THE SHEET OVER THE BLANKET AT THE TOP OF THE BED.

NOW PUT YOUR BEDSPREAD ON MAKING SURE IT IS HANGING EVENLY ON BOTH SIDES, AND AT THE FOOT OF THE BED. FOLD THE SPREAD DOWN AT THE TOP TO ALLOW ROOM FOR THE PILLOWS. CHECK THE PILLOW PROTECTORS TO MAKE SURE THEY ARE CLEAN, IF NOT CHANGE THEM, THAN PUT YOUR PILLOWCASE ON AND PUT BOTH PILLOWS ON THE BED WITH THE OPEN ENDS HANGING AT EACH SIDE. PUT THE SPREAD OVER THE PILLOWS AND TUCK THE SPREAD IN UNDER THEM.

NOW IN A CHECK OUT ROOM, CHECK THE DRAWERS FOR ANY ARTICLES THAT MIGHT BE LEFT BEHIND. IF YOU SHOULD FIND ANYTHING, LOG IT BY THE ROOM NUMBER AND DATE, AND MAKE SURE TO GIVE IT TO YOUR SUPERVISOR IMMEDIATELY, OR BRING IT DOWN TO THE OFFICE. REPLACE ANY STATIONERY NEEDED IN THE FOLDER, THERE SHOULD BE 4 SHEETS OF STATIONERY, 2 POST CARDS AND 2 ENVELOPES. IF YOU DO NOT HAVE A FOLDER IN THE DRAWER, MAKE SURE TO GET ONE.

NOW CLEAN THE MIRROR AND T.V. SCREEN WITH YOUR WINDOW CLEANER. GO TO THE ENTRANCE OF THE ROOM, AND START DUSTING. CHROME OVER THE COAT RACK, OVER THE BED BOARD, PICTURES ALL THE FURNITURE, CHAIRS DON'T MISS THE CHAIR RINGS, SWIVEL,THE T.V. AROUND AND DUST BEHIND THERE, ALSO THE WINDOW SILLS, AND THE LUGGAGE RACK.

YOUR ICE BUCKET AND TRAY SHOULD BE CLEAN, CHECK TO MAKE SURE. REPLACE ANYTHING THAT IS MISSING FROM THE TOP OF THE DESK, MENU DIRECTORY, OR ANY THING THAT SHOULD HAVE BEEN THERE.

DUST ALL THE LIGHT FIXTURES, INCLUDING THE SWAG LIGHT OVER THE TABLE.

REPLACE ANY BULBS THAT ARE BURNT OUT.

60 WATT IN ENTRANCE FIXTURES, ALSO OVER THE BED.
100 WATT IN THE SWAG LIGHT.

SHOULD ANYTHING BE MISSING FROM THE ROOM, REPORT IT TO THE SUPERVISOR OF THE HOUSEKEEPER.

ALL ROOMS ARE TO BE VACUUMED EVERYDAY.

CLEANING THE BEDROOM:

THE BASEBOARDS SHOULD BE DUSTED DAILY, A RAG ON THE DOODLEBUG WILL DO IT. THEY SHOULD BE WASHED AND DRIED, AT LEAST ONCE A MONTH, AND MORE IF NEEDED.

CHECK THE WINDOWS, DO THEY NEED TO BE CLEANED? IF SO THEY MUST BE DONE.

REPORT ANY MAINTENANCE THAT NEEDS TO BE DONE THIS IS VERY IMPORTANT. NOW VACUUM THE RUG. EACH ROOM SHOULD BE DONE DAILY!

MAKE SURE ALL THE SUPPLIES NEEDED ARE IN THE ROOM. THERE SHOULD BE ONLY 2 BOOKES OF MATCHES IN THE BEDROOM, 1 IN THE ASH TRAY ON THE ROUND TABLE, AND 1 IN AN ASH TRAY ON THE DESK.

NO MATCHES SHOULD BE IN THE BATHROOM, AND NONE BY THE BED ON THE NIGHT TABLE. PLEASE REMEMBER THIS.

NOW CLOSE THE WINDOW IF YOU HAD IT OPEN. CLOSE THE BLACK OUT DRAPE TO THE METAL BAR IN THE WINDOW, AND THE DRAPE SHOULD BE COMPLETELY CLOSED ALL THE WAY WHEN YOU LEAVE THE ROOM.

MAKE SURE THAT YOU HAVE CLEANED THE AIR CONDITIONER & HEATER CONTROL UNIT AREA. ONCE YOU HAVE CLEANED IT GOOD, IT WILL ONLY NEED A DUSTING DAILY TO KEEP IT CLEAN.

THE TELEPHONE SHOULD BE CLEANED DAILY, WITH THE LYSOL. Pad by telephone.

TAKE A LOOK AROUND AT THE ROOM BEFORE YOU LEAVE IT. ARE YOU SURE EVERYTHING HAS BEEN REPLACED AND IS CLEAN. IF NOT THIS IS THE TIME TO DO IT.

IF ANY METAL HANGERS ARE LEFT BEHIND BY THE GUEST, BRING THEM DOWN TO THE HOUSEKEEPING OFFICE, THEY ARE TO BE GIVEN BACK TO THE CLEANERS.

AT LEAST EVERY OTHER WEEK. AGAIN WITH A CLEANING RAG ON YOUR DOODLEBUG DUST AROUND THE WINDOWS, CEILINGS, AND WALLS SO THAT THEY ARE FREE OF ANY DUST OR WEBS.

TAKE PRIDE IN YOUR WORK, MAKE SURE YOUR ROOMS ARE KEPT NICE AND CLEAN AT ALL TIMES, IT DOES REFLECT BACK ON THE PERSON THAT DOES THEM.

WORK ORDER TF 11891

Date .... Time ....

Ordered by ....

Room #/Area ....

FOR CORRECTIVE ACTION:

ACTION TAKEN

MATERIAL USED

DATE RECEIVED ....

DATE CORRECTED .... TIME CORRECTED ....

COMPLETED BY ....

Suggestions for a Household Work Schedule

Living Area	Very Frequent Chores (daily)	Frequent Chores (weekly)	Occasional Chores (as needed)	Seasonal Chores (once or twice a year)
Kitchen	wash dishes wipe counter tops, range clean sink empty garbage sweep or damp mop floor	dispose of left-over foods clean drip pans of range wipe out refrigerator thoroughly clean floor clean garbage pail	clean oven defrost and clean refrigerator wash walls, woodwork clean, wax floor	clean closets wash stored dishes, glasses, linens
Bathroom	clean wash basin, tub replace soiled towels empty wastepaper baskets	wash floor clean toilet bowl wipe tile surfaces clean toothbrush holder, other fixtures clean mirrors	wash throw rug wash walls, woodwork	clean closets
Living Room	clean ash trays dispose of papers straighten magazines, throw pillows, other accessories	vacuum rug[illegible]pholstered furniture vacuum or dust floors including baseboards and corners dust and/or polish furniture dust and clean lamps, other decorative objects empty wastepaper baskets	shampoo rugs and upholstered furniture wash lamp diffusing bowls, wipe cool lamp bulbs with a damp cloth move and clean under furniture wash windows, curtains clean, wax floors dust books, pictures wash walls, woodwork	clean closets clean screens or storm windows
Bedroom	air beds briefly before making them put away clothing	change bed linens vacuum and dust	organize closets, remove clothing no longer used turn mattresses wash mattress covers, pads air pillows or wash, if possible wash walls, woodwork	wash or dry clean blankets, spreads

WORKSHOP SESSION "HOW TO WRITE A RESUME"

RESUME TELLS ---

Who you are
What you can do
What you have done
What you know
What kind of job you would like

RESUME SERVES ---

As a calling card to introduce you to an employer, etc.
As an instrument to focus on your assets related to type of position sought and to result in interview.

RESUME KNOWN ALSO AS Vita, data sheet, interview form, etc.

RESUME DIFFERENT FROM Application form, interview form, etc.

Above forms present basic facts about background in an organized scheme while resume whets the employer's appetite to extent of wanting to set up an interview. Standard forms force one to give all data requested regardless of how it bears on to high- qualifications. Free form resume permits candidate light assets while minimizing limitations.

RESUME STYLE

Formats and style vary considerably. Standard length one page 8 1/2 by 11. Two pages might be appropriate for persons with more than one year of appropriate experience. Keep in mind that you want to use it to get an interview not as a substitute for verbal presentation.

Resume should be easy to follow. Information may be presented in phrases rather than sentences. Be concise.

Use good quality process for reproduction. Never use carbons or ditto, i.e. purple.

RESUME ELEMENTS

Identification: name, address, telephone number

Personal data may follow if included or be placed at bottom of resume

Professional Objective: should be broad enough to cover any suitable employment; for multiple interests it may be better to prepare a resume for each area. Keep in mind that all of data presented should be supportive of objective.

Education: Highest degree level should come first. Not necessary to include high school. Major and honors should be included. Average should be included if appropriate. Licenses or certificates and special courses such as computer programming should be noted.

Activities: Community, professional or otherwise.

Experience: Employer, position, period of time, full or part-time function performed.

Miscellaneous: Hobbies, interests, skills

References: May state "References furnished on request"

HOW TO WRITE A RESUME

RESUME DO'S AND DON'TS

Avoid unnecessary data and words.
Use action verbs.
Consider eye appeal - arrangement - white spaces
Rely on positive results from past activities, etc.
Don't state salary requirements, reasons for changing
employment
Don't get personal, expound on philosophy or values
ABOVE ALL PREPARE YOUR OWN RESUME.

EXAMPLES OF ACTION VERBS

Administered
Coordinated
Created
Developed
Directed
Established
Implemented
Managed
Organized
Originated
Planned
Published
Revised
Scheduled
Set Up
Supervised

BEST COPY AVAILABLE

PRE ASSESSMENT INSTRUMENT

DIRECTIONS: Circle the one best answer.

1. If a group of individuals in our society values achievement, which of the following statements would reflect that value?

   a. "I earned $25,000 last year."
   b. "The boss told me I can have my present job as long as I want."
   c. "My new job leaves me plenty of free time to spend with my family."
   d. "Not one customer complained about the service today."

2. If a group of individuals in our society holds the attitude that society owes them a living, which of the following statements might be said by an individual in that group?

   a. "Since the hiring of the new employee I do not have enough work to keep me busy."
   b. "I will be working late to finish cleaning the equipment."
   c. "I will work Saturday if I can have Friday off."
   d. "I am going hunting, so I will call in sick today."

3. Sally has been planning to enroll in the chef's training course at Center Vocational School in January. She was offered a job as secretary for the high school in which she graduated at a starting salary of $400 a month. She decided to accept the offer and postpone her career goals. By working at the high school she could give her brother a ride to school. Which of the following would not be an example of her reasons for working?

   a. Family responsibility
   b. Service to others
   c. Career development
   d. Economic security

4. Which of the following statements about work is true?

   a. People have little choice in the type of work they do.
   b. People achieve psychological rewards from working.
   c. People's reasons for working have no effect on job selection.
   d. People learn how to work when they acquire their first job.

5. Societies change. More women are seeking employment outside the home. What effect may this have on jobs?

   a. More service jobs will open.
   b. Jobs will become less complex.
   c. Workers will have a smaller job selection.
   d. Fewer machines will be used on the job.

6. Which statement about work is true?

a. Job skills remain the same.
b. Work is modified to suit society's demands.
c. Work expectations remain unchanged.
d. Work has little effect on a person's status.

7. What is the relationship between work and changes in the society?

a. Society's demands change work.
b. Work causes society to change.
c. Society's changes have little effect on work.
d. Changes in work decrease as society's changes increase.

8. Lynda lives in a small mid-western town with protective parents. After high school she plans to go to Europe and find a job. She does not really care what type of job she holds. Going to Europe sounds interesting. Earning money while she is there will enable her to stay as long as she would like. What value may have a big influence on Lynda's decision to work while in Europe?

a. Loyalty
b. Obedience
c. Independence
d. Equality

9. Bill has been disagreeing with his grandparents who think he should go to a vocational school. "School teaches you skills so you can find a good paying job," they tell him. Bill has a sense of adventure. He thinks seeing a little more of the U.S. sounds more interesting than going to school. Which value might be influencing Bill's grandparents in wanting Bill to go on to school?

a. Self-respect
b. Economic security
c. Sense of accomplishment
d. Social recognition

10. Carlo works 8 hours a day preparing meals at Sunny Day Care Center. He likes his job and is skilled at it. Carlo's wife thinks the family should move to Arizona to be close to their relatives. What two values are in conflict?

a. Income and satisfaction
b. Family loyalty and creativity
c. Creativity and income
d. Satisfaction and family loyalty

11. Which service is not available from a State Employment Office?

a. Actual hiring
b. Aptitude tests
c. Social security number application
d. Nation-wide job openings

Answer questions 12 and 13 based on the information given in the ad.

NOW HIRING

People to assist in caring for children at Sunny Side Day Care Center, Myrtle Richerson, Director. Responsible for children's safety, feeding, and recreation. Hours are flexible. Send resume to T. W. Holbrook, Lincoln, Minnesota 68000. 543-6985. Previous training or experience is required.

12. What is the title of the job that could be applied for?

    a. Child Day Care Supervisor
    b. Recreation Aide
    c. Child Care Aide
    d. Nursery School Food Service Worker

13. Which of the following would an applicant contact to apply for the job?

    a. Sunny Side Day Care Center
    b. 543-6985
    c. T. W. Holbrook
    d. Myrtle Richerson

14. Which of the following would not be considered a source of information regarding job availability?

    a. Union offices
    b. Former employers
    c. State Employment Service
    d. Internal Revenue Service

15. When looking for a job, what information is needed from the source suggesting openings?

    a. Hours and wage
    b. Person to contact and title of job
    c. Title of job and hours
    d. Wage and person to contact

16. Where are jobs which require professional skills and education beyond high school located on the occupation ladder?

    a. Bottom level
    b. Middle level
    c. Top level
    d. Not on the ladder

17. What does latticing across to a new job mean?

    a. A person gets a job in another field using the skills one has.
    b. A person receives a promotion in one's field.
    c. A person finds a job that needs two more years of training.
    d. A person accepts a job higher on the occupational ladder.

18. Jobs are grouped into clusters by considering which of the following?

- a. Education
- b. Skills
- c. Training
- d. Experience

19. Which of the following is true about follow-up procedures after an interview?

- a. Follow-up procedures assure an applicant of getting the job.
- b. Follow-up procedures take a great deal of time.
- c. Follow-up procedures give the applicant a chance to express opinions about working conditions.
- d. Follow-up procedures let the employer know the applicant is interested in the job.

20. Which of the following is a purpose of job interviews?

- a. To learn if there are job opportunities with the company.
- b. To learn what the employer expects from employees.
- c. To learn who else has applied for the job.
- d. To learn about the employer's achievements.

21. When completing an application form, which of the following would be the best way to respond to a question that does not apply?

- a. Skip it.
- b. Fill it in as the person across the table has done.
- c. Think of an answer.
- d. Draw a line through the blank.

22. Tests are sometimes given before a person is hired. Which of the below is not a reason tests are given?

- a. Survey economic background
- b. Sample reasoning
- c. Reveal aptitude
- d. Measure mathematical skills

23. In what order should previous job experience be listed on a personal data form or a resumé?

- a. Most important job to least important
- b. Most recent job to least recent
- c. Job held for the longest period of time to the ones held for the shortest period of time
- d. Job liked most to the one liked least

24. Which of the following descriptions is acceptable job interview behavior?

- a. The interviewee should start the conversation.
- b. Speak frankly and critically about previous employer.
- c. Ask when the company can be telephoned to learn the interviewer's decision on hiring a person for the job.
- d. Exaggerate qualifications to insure a good impression.

25. When one dresses for an interview which of the following is most important to consider?

- a. What the prospective employer expects
- b. What one looks best in
- c. What is cleanest and most comfortable
- d. What one's friends or family like best

26. If a person wants information about unemployment compensation, which agency should be contacted?

- a. State Employment Service
- b. Internal Revenue
- c. Social Security
- d. Wage and Hour Office

27. If a person wants information about vocational rehabilitation, which agency should be contacted?

- a. Internal Revenue
- b. Wage and Hour Office
- c. U.S. Dept. of Labor
- d. Social Security

28. Which agency should be contacted for help in filling out an income tax form?

- a. Social Security Office
- b. Internal Revenue Service
- c. State Employment Service
- d. Wage and Hour Office

29. Which of the following statements about Social Security is not true?

- a. Social Security benefits are tax free.
- b. When you marry your Social Security number remains the same.
- c. Benefits from Social Security increase as the cost of living increases.
- d. The Social Security protection you earn on one job is cancelled when you change jobs.

30. What is likely to happen to an employer who discriminates on the basis of sex but it is not reported?

- a. More women will be employed by the firm.
- b. The employer will come under federal investigation.
- c. No action toward the employer will be taken.
- d. The employer will be questioned by the Wage and Hour Office.

31. Unions work to provide all but one of the following conditions for its members. Which statement does not describe a function of unions?

- a. Enforce wage and hour law
- b. Negotiate for adequate salary
- c. Encourage fair promotion procedures
- d. Protect worker's right to complain

32. A person wants to get a job as a housekeeper which comes under the federal minimum wage law. The wage which the prospective employer offers is less than the law requires. What would be the best alternative to take?

   a. Take the job, planning to ask for a raise soon.
   b. Contact the Social Security Office to find out exactly what the minimum wage is.
   c. Forget about the job; it's not worth the trouble.
   d. Remind the employer of the Minimum Wage and Hour law.

33. Which is not a service of Social Security?

   a. Unemployment Compensation
   b. Disability insurance
   c. Medicare
   d. Vocational rehabilitation

34. Communication is not occurring in which of the following statements?

   a. The speaker sees the listener look frustrated.
   b. The listener stops the speaker to ask a question.
   c. The listener states incorrectly what he hears the speaker say.
   d. The listener is thinking about a job promotion during a speaker's presentation.

35. John telephones Ms. Carlsberg, director of STF Daycare Center, asking what hours the center is open. He was looking for a daycare center to care for his three-year-old daughter while he worked the 3 to 12 p.m. shift at Anytown Hospital. "We are open 24 hours a day," answered Ms. Carlsberg to John's question. John hung up the telephone feeling that the STF Daycare Center would be able to care for his daughter. However, the center could not care for John's daughter because there were no openings for additional children. Where did the problem in communication occur?

   a. Ms. Carlsberg answering that the center was open 24 hours.
   b. John interpreting that the center could care for his daughter.
   c. John asking what hours the Daycare Center was open.
   d. Ms. Carlsberg not asking what hours John worked.

36. Jeff was being shown how to complete a return of merchandise slip by Diane. What interaction was occurring?

   a. Diane was exchanging ideas with Jeff.
   b. Diane was instructing Jeff.
   c. Diane was serving Jeff.
   d. Diane was supervising Jeff.

37. Mr. Learner, manager of JKT Quick Eat Chicken, told Brian that customers like his pleasant smile and fast service but the hamburgers were not being fried to the correct degree of doneness and the french fries were often cold when given customers. What interaction was occurring?

   a. Mr. Lerner was counseling Brian.
   b. Mr. Lerner was attending to the needs of customers.
   c. Mr. Lerner was interpreting work procedures for Brian.
   d. Mr. Lerner was negotiating with Brian.

Key for Pre Assessment Instrument

Item	Answer	Objective	Item	Answer	Objective	Item	Answer	Objective
1.	d	1.1	14.	d	2.1	27.	d	4.1
2.	d	1.1	15.	b	2.1	28.	b	4.1
3.	c	1.2	16.	c	2.2	29.	d	4.2
4.	b	1.2	17.	a	2.2	30.	c	4.2
5.	a	1.3	18.	b	2.2	31.	a	4.2
6.	b	1.3	19.	d	3.1	32.	d	4.2
7.	a	1.3	20.	b	3.1	33.	a	4.2
8.	c	1.4	21.	d	3.1	34.	d	5.1
9.	b	1.4	22.	a	3.1	35.	b	5.1
10.	d	1.4	23.	b	3.1	36.	b	5.2
11.	a	2.1	24.	c	3.1	37.	c	5.2
12.	c	2.1	25.	a	3.2			
13.	c	2.1	26.	a	4.1			

THE VALUE SURVEY-SELF

Rank order the following terminal values thinking of your own behavior, attitudes, judgments, and rationalizations.

Rank the values from 1 to 18 using "1" to indicate the value which is most important and "18" the value which is least important to you.

________ A Comfortable Life (a prosperous life)
________ An Exciting Life (a stimulating, active life)
________ A Sense of Accomplishment (lasting contribution)
________ A World at Peace (free of war and conflict)
________ A World of Beauty (beauty of nature and the arts)
________ Equality (brotherhood, equal opportunity for all)
________ Family Security (taking care of loved ones)
________ Freedom (independence, free choice)
________ Happiness (contentedness)
________ Inner Harmony (freedom from inner conflict)
________ Mature Love (sexual and spiritual intimacy)
________ National Security (protection from attack)
________ Pleasure (an enjoyable, leisurely life)
________ Salvation (saved, eternal life)
________ Self-Respect (self-esteem)
________ Social Recognition (respect, admiration)
________ True Friendship (close companionship)
________ Wisdom (a mature understanding of life)

Which two terminal values have greatest effect on your work decisions?

____

____

What general statement can you make about your values?

____

____

Adapted from: Rokeach, M. Conceptualizing the role of values in education. In J. A. Philips, Jr. (Ed.), Developing value constructs in schooling: Inquiry into process and product.

ATTITUDES TOWARD MONEY

Normally, money is a means to an end, that and the acquiring of things one desires.	Neurotically, money is an end per se.
Normally, one does not allow himself to be taken advantage of in money matters and will do his best to avoid it.	Neurotically, the fear of being taken advantage of in money matters is greatly out of proportion to the threat itself.
Normally, one tries to make money as best he can and as much as he can, but in the process will not sacrifice either health, love, hobbies, recreation, or contentment to this end.	Neurotically, money becomes the center of life; everything else--love, health, hobbies, recreation, and contentment is subordinated to the urge to possess it.
Normally, money has no infantile strings attached to it.	Neurotically, money is a blind for existing and repressed infantile conflicts.
Normally, the spending of money is taken for granted; it needs no surgical operation to put a dollar into circulation.	Neurotically, the possession and hoarding of money becomes the predominant motif.
Normally, unjustified demands for money are warded off (out of necessity) in a matter-of-fact way.	Neurotically, demands or requests for money generate fury, excitement, and indignation.
Normally, the phrase "I cannot afford it" is a simple statement of an objective fact.	Neurotically, the phrase, "I cannot afford it" represents a defensive triumph.

Troelstrup, Arch W., The Consumer in American Society. N.Y.: McGraw-Hill Book Co., 1970, pg. 71

SITUATIONS: WHY DO PEOPLE WORK

Situation: Teresa

Teresa works as a salesperson in a small appliance store. She likes her job but feels it lacks possibilities for promotion. There is a manager and an assistant manager in the locally-owned store. Even though Teresa is expecting a baby in June she plans to continue working and wants a career. She knows she will be extra busy with the addition of the baby, thus does not want to enroll in college classes. If she does quit the job she has held for three years, she is concerned with finding another job quickly. With the baby to support she is hesitant in doing anything right now.

Situation: Randi

Randi is a child care aide in a large nursery established by Garden Foods for use by employees of the company. Randi has worked in the Day Care Center for two years and is satisfied. The pay is minimum wage. Randi can advance little without more education. Caring for the infants and seeing them learn and grow is rewarding to Randi. He lives with his mother, coaches a peewee football team after work, and attends all the high school and college basketball games in the area.

Situation: Jessica

Jessica works for Sear Sandwich Company. She butters the bread, then lays a slice of cheese on the buttered slice. The job is not challenging. By 4 PM Jessica is exhausted. Operating one of the machines in the factory looks like more fun. Jessica talked to her supervisor about operating one of the machines and was told that she would have an opportunity to work at one of the machines after she had worked at Sear for six months. Jessica could not stand buttering bread for six months so she quit and found another job in a factory unloading milk cases. The pay was less than at Sear but unloading the cases gave her a release from the tension that mounted when she worked at Sear. The manager also said that Jessica could apply for the job of deliverer after she had worked at the factory for a month.

WHY WORK?

1. List four reasons why people work in addition to earning an income?

2. What contribution does work make to a full and satisfying life?

3. Would you work if you didn't have to? Explain.

4. What are the basic needs of all human beings? What is the relationship of work to these needs?

5. How does a person's work determine his/her life style?

CHANGES IN SOCIETY

We all play a number of roles in our society. The panel members represent a variety of work roles.

Panel Members: (note questions you wish to ask of various members)

A person employed for the first time

Working mother

Husband and wife reversing roles

Person unemployed

A commuter

A person working on a college degree (night classes) and holding a full-time job

A person who has changed jobs

Widow or widower

Single parent

Unmarried person

Others

The following are possible questions to ask members of the panel:

How would you describe your present work role in society?

How has your present work role made a change in your life?

What is the relationship between the work you do and the different roles you hold?

What are some major adjustments your work has required you to make?

What effect has your work had on your family (children, wife, husband, parents, etc.)?

Has society helped or hindered you in carrying out your work role? Explain.

How do you think work will change in the future? Why?

JOB CLUSTER WORKSHEET

Write Cluster Title:

List entry level jobs:

List two jobs that would require more skills:

____________________________ ____________________________

List two jobs that would require many skills plus advanced education:

____________________________ ____________________________

Write Cluster Title:

List entry level jobs:

List two jobs that would require more skills:

____________________________ ____________________________

List two jobs that would require many skills plus advanced education:

____________________________ ____________________________

HOW TO LOOK FOR A JOB

Tell your friends you are available for work and what you are interested in doing. They may be able They may have business connections who might be interested in you. to arrange an interview for you.

Register with your placement counsellor.

Schools have many requests for people to fill apprentice jobs. Since your placement counsellor knows you pretty well, he can be fairly accurate in judging how you might fit into a particular job he has been asked to fill.

Check the classified ads in newspapers. Their "help wanted" columns carry a good selection of jobs. These ads may request:

A letter of application.
A telephone call to arrange an appointment.
A call in person for an interview.

Employment Agencies--private and government. The United States Employment Service usually has a long list of jobs open in your locality. These jobs are available at no cost to either employer or employee.

There are also many reputable private agencies which have a good selection of jobs. There is a fee involved in the placement of an applicant through these agencies. Be sure Sometimes the employer is required to pay it; sometimes the applicant does. you understand the set-up before you enter into any agreement.

Personnel Departments of large firms welcome applications whether they have openings at the time or not. If your application is on file, they may contact you when an opening develops which they think you would be interested in.

HOW TO APPLY

Applying for a job may take any one or all of several forms:

A letter of application.
Filling in an application form.
A telephone call.
A personal interview.

WHAT AN EMPLOYER WANTS TO KNOW ABOUT YOU

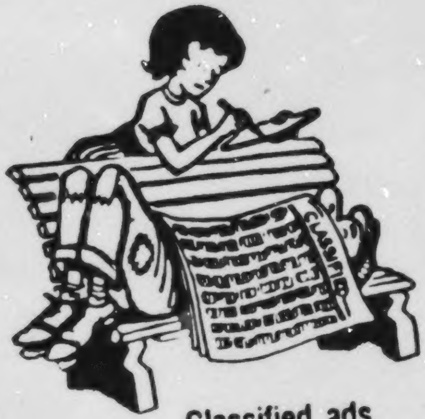
One thing is essential in all these forms of application--a record of personal data. Information about you, your family, your schooling, your interests, is important to any prospective employer, so you will find that a certain group of questions is asked wherever you go. It is a good idea, therefore, to be prepared to answer these questions as rapidly and as fully as possible. Make up several copies of a PERSONAL DATA SHEET containing the necessary information. This can be attached to a letter of application, left with a prospective employer at the close of an interview or used as a reference when filling out application forms.

LOOKiNG FOR A JOB?

Which of these sources of job information are available to you?

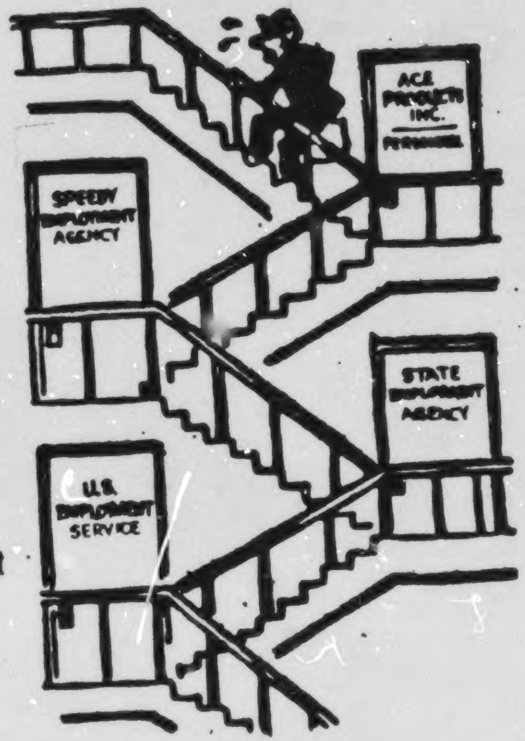
Personal contacts

Company personnel offices


CLASSIFIED

Classified ads

Bulletin boards
(schools, government
and company offices)


ACE PRODUCTS INC.
PERSONNEL
SPEEDY EMPLOYMENT AGENCY
STATE EMPLOYMENT AGENCY
U.S. EMPLOYMENT SERVICE

Private
employment
agency

State
or U. S.
employment
services

CAREERS IN COMMUNICATION

School counseling
or
placement office

Professional and
vocational publications

CAREER DIRECTIONS

A learning resource from [illegible] the Job Market Unit [illegible] of the CAREER DIRECTIONS Program. See Teaching Guide for suggested use. COPYRIGHT © 1974 [illegible] TIMES EDUCATION SERVICE, a division of [illegible] Press Inc.

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Methods of Job Searching*

Table 1
USE AND EFFECTIVENESS OF JOB SEARCH METHODS

Method	Usage*	Effectiveness Rate**
Applied directly to employer	66.0%	47.7%
Asked friends about jobs where they work	50.8	22.1
Asked friends about jobs elsewhere	41.8	11.9
Asked relatives about jobs where they work	28.4	19.3
Asked relatives about jobs elsewhere	27.3	7.4
Answered local newspaper ads	45.9	23.9
Answered nonlocal newspaper ads	11.7	10.0
Private employment agency	21.0	24.2
State employment service	33.5	13.7
School placement office	12.5	21.4
Civil Service test	15.3	12.5
Asked teacher or professor	10.4	12.1
Went to place where employers come to pick up people	1.4	8.2
Placed ad in local newspaper	1.6	12.9
Placed ad in nonlocal newspaper	.5	***
Answered ads in professional or trade journals	4.9	7.3
Union hiring hall	6.0	22.2
Contacted local organization	5.6	12.7
Placed ads in professional or trade journals	.6	***
Other	11.8	39.7

- * Percent of total jobseekers using the method.
- ** A percentage obtained by dividing the number of jobseekers who found work using the method by the total number of jobseekers who used the method, whether successfully or not.
- *** Base less than 75,000.

Table 2
EFFECTIVE METHODS OF FINDING A JOB, BY OCCUPATION*

Method	Professional and technical workers	Managers	Sales workers	Clerical workers	Craft workers	Operatives, except transport	Transport equipment operatives	Laborers, except farm	Service workers, except private household
Applied directly to employer	xx	xx	xx	xx	xx	xx	xx	xx	xx
Answered local newspaper ads	x	xx	xx	x	x	x	xx		xx
Asked friends about jobs where they work			x	x	xx	x	x	x	xx
Asked relatives about jobs where they work					x	x		x	x
Union hiring hall					xx	x		x	
School placement office	xx			x					x
Private employment agency		xx		xx					
Asked friends about jobs elsewhere		x							
State employment service						x			
Contacted local organization									x

* One "x" indicates that the method was successful for 20%–24% of the people using it.
The "xx" indicates that it was successful for 25% or more.

---

*Taken from What Color is Your Parachute?, pp.33-34.

JOB SEEKING WORKSHEET

Newspaper Want Ads

List three jobs using home economics skills that are listed in the want ads section of the newspaper.

Name of job ______________________________
Whom to contact ______________________________
Other information ______________________________
____

Name of job ______________________________
Whom to contact ______________________________
Other information ______________________________
____

Name of job ______________________________
Whom to contact ______________________________
Other information ______________________________
____

State Employment Service

Where is your local State Employment Service Office located?

Name of office ______________________________
Address of office ______________________________
Telephone number ______________________________

What services are available from your State Employment Service? List at least three.

____
____
____

What is the cost to you for using the State Employment Service?

____

U.S. Civil Service Commission

Where do you go to inquire about U.S. Government Civilian jobs?

Name ______________________________

Name two government jobs available that use home economics skills.

____
____

Are Civil Service Tests required for all government jobs?

____

Support the above answer. ______________________________

____

____

Private Employment Agencies

Name one private employment agency in your area.

Name ______________________________
Address ______________________________
Telephone number ______________________________

List two types of services private employment agencies offer.

____

____

How does the agency finance its business?

____

Friends and Relatives

List two job openings that use home economics skills that friends or relatives suggest.

Name of job ______________________________
Whom to contact ______________________________
Qualifications for job application ______________________________
____

Name of job ______________________________
Whom to contact ______________________________
Qualifications for job application ______________________________
____

Why should information from friends and relatives be checked further before applying for the job that they suggest? ______________________________

____

____

Yellow Pages of the Telephone Book

Look through the yellow pages of the telephone book. List five firms that employ people having home economics skills and suggest possible job openings the firm may have.

Firm ______
Address ______
Telephone Number ______
Type of work or service done at firm ______
Possible jobs using home economics skills ______
______

Firm ______
Address ______
Telephone Number ______
Type of work or service done at firm ______
Possible jobs using home economics skills ______
______

Firm ______
Address ______
Telephone Number ______
Type of work or service done at firm ______
Possible jobs using home economics skills ______
______

Firm ______
Address ______
Telephone Number ______
Type of work or service done at firm ______
Possible jobs using home economics skills ______
______

Firm ______
Address ______
Telephone Number ______
Type of work or service done at firm ______
Possible jobs using home economics skills ______
______

Other Job-Seeking Sources

List two job-seeking sources not discussed in worksheet.

______

______

Chronicle Guidance Reprint Service R271

PREPARING RESUMES AND LETTERS OF APPLICATION

by H. LON ADDAMS

File under: JOB HUNTING INFORMATION

Home Economics Department
County Regional High School Distric

One of the most meaningful units of study in a business communication course is constructing resumes and letters of application. Perhaps nowhere else does a student get direction in this important preparation. Both secondary and postsecondary instructors of business communication should be guiding their students through the job preparation process.

Consider Fred, a graduating high school senior, who "just wants a job." Next, ponder Kimberly's situation—she is a community college graduate and is seeking a position as an administrative assistant. In her first interview, she is asked, "Could I see your resume?" Kimberly mutters, "I don't have one."

Do you have any such students in your class?

Fortunately, some students have prepared for job interviews; however, most students have not learned how to communicate their experience and personal characteristics to potential employers. They need to realize that a professional resume can establish that all-important, *positive* first impression.

By teaching your students to write a resume and an application letter, you are creating their calling cards. And this writing experience may be the first time they have been forced to consider and articulate their job objectives.

CONTENT OF THE RESUME

Employers and writing authorities do not agree on all facets of resume content. However, they do agree on the purpose of the resume: to get an interview. With this objective in mind, teach your students to *sell* themselves.

Since a resume may be the only thing an employer has to help decide which applicants to interview, this "person substitute" must be descriptive and alive! Unfortunately, many resumes read like obituaries. An employer's time is precious; as a result, he/she may read only the first few lines. If your resume were being reviewed, which would you want to stand out: height and weight or job objective?

To present the best image possible, a resume writer should place the most important sections first. Listed below are the sections that most likely fit your senior students. Instruct them to follow these basic guidelines.

- *Identifying information.* List name (in capital letters), address, and telephone number.
- *Job objective.* State job objective without being too vague or too specific. In other words, don't limit your chances by appearing too hard to please, but indicate that you do have employment goals.
- *Education.* Show educational training in reverse chronological order—last degree first. Include date of graduation, school, degree or certificate, grade-point average (if it is quite good), and three or four specific courses that *relate* to your objective.
- *Work experience.* Summarize your work background with most recent jobs shown first. Be descriptive! Convince the reader that you realize the importance of responsibility, integrity, and achievement. These are traits that an employer is anxious to find.
- *Activities and interests.* Include *significant* awards, club memberships, community activities, and leadership positions. These outside experiences can bring you into sharp focus in the employer's mind.
- *Personal information.* List two or three meaningful items; employers have no use for *all* your "vital statistics." Remember, you are not writing an obituary.
- *References.* List name, address, and phone number of past employers and instructors—at least three are desirable. Make it easy for employers who want to contact your references. Be sure to obtain prior approval from your references.

Above all, construct a resume that looks professional. A resume that contains spelling and grammar errors and that looks cramped is a candidate for "File 13."

CONTENT OF THE APPLICATION LETTER

An application letter can be used to apply for a known vacancy or to inquire about a possible job opening. The purpose of the application letter, in

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H. Lon Addams is an instructor in the Department of Business Education and Administrative Services at Northern Illinois University, DeKalb.

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concert with the resume, is to motivate the employer to arrange for an interview.

Again, a student should be taught to present the best possible image. To write an effective letter of application, these basic principles should be followed:

- *Opening paragraph.* Interest the reader. Tell why you are writing. Explain why you are interested in the job. If you are applying for a specific position, refer to this in the opening.
- *Middle paragraphs.* Convince the reader. By citing particular training experiences and skills, indicate that you are prepared to be a hard-working and successful employee.
- *Last paragraph.* Ask the reader for an interview, which is your objective in writing. Make it easy for the reader to respond. Ask him/her to write or call you or to fill in an interview time on a stamped postcard you enclose.

These guidelines can be tailored to any job opening. However, each letter should be individualized so an employer feels that it has been prepared just for him/her. The letter should be error-free and follow a proper letter format. The student should proofread the application letter and make sure it effectively presents his/her own training and personal traits.

TEACHING TECHNIQUES

The "best" method for teaching the construction of resumes and application letters could be debated forever. Described below are a few delivery and reinforcement ideas that are effective and can be adapted to your particular teaching style.

1. Before any instruction, have each student write an application letter and a resume for a realistic job opening you have proposed. After struggling through this writing exercise, the student will realize the need to learn some basic principles.

2. Stress the importance of formulating job objectives and writing a resume and application letter that communicate these objectives. Often a college placement center has excellent slide-sound presentations to assist your presentation.

3. Help each student build a personal inventory. Before actually writing a resume, students need to see that they have many strengths. By having them list their accomplishments, skills, and strong personal qualities, they can begin to visualize how the resume should look. (This personal fact file should have categories that match the section headings of the resume the student will write.)

4. Stress the basic content of resumes and application letters. Teach by showing. Visual aids effectively illustrate good and bad examples. Have students critique these examples before you comment on them. Analyze these examples in relation to the guidelines outlined in this article.

5. Assign each student to write an individual resume and application letter. A week is probably sufficient time.

6. Collect the papers and distribute them to other class members. Form two-person evaluation teams and give them resumes and application letters of two other class members. Using a teacher-prepared evaluation form, each team justifies the writer's strengths and weaknesses and agrees on a point value they assign to the writer's resume and application letter. Caution the teams not to write on the resume or application letter. Collect the evaluation sheets and return them to the owners.

7. Grade the assignments. Students are impressed by their peer's evaluation, but they are even more anxious for your feedback. A mark such as "B—Good" is almost meaningless. On the other hand, constructive comments can motivate a student to construct an even better resume.

8. Encourage the students to revise their papers, and give credit for the revision. Remember—they need to have these two documents ready when they find it's time to look for a job.

Students need to be taught how to construct a resume and an application letter that effectively present their assets. By writing these two critical calling cards, they seriously consider their job objectives, their background, and their abilities. With your help, they can prepare professional-looking resumes and application letters that can build confidence in their job-seeking credentials and in their writing ability.

Home Economics Department

Union Coun

1

Printed November 1979, CHRONICLE GUIDANCE Publications, Inc., Moravia, NY 13118
United States of America

FUNCTIONAL RESUMÉ

Example 1: A Beginner **Group Worker**

Joan Sanford
301 West 94 Street
New York, N.Y. 10025
(212-724-0000)

Community Research

While employed as a group aide at a hospital, volunteered to do some of the work that was piling up on other desks. One project was a study of social service agencies. To get the information, studied their literature and interviewed the staff members. On weekends visited facilities for narcotics addicts, and attended conferences on the rehabilitation of parolees.

Planning and Programming

During junior year, planned a nine-week program for boys at a camp for delinquents. As a result of this experience, was asked to assist in planning Christmas and Easter vacation activities for the children of prisoners and parolees.

Writing

Was editor of the High School yearbook, and wrote for the newspaper in college. At the Westville State Farm, wrote up progress reports of special children. Acted as recorder for a recreation therapy group, and drafted the outline for the final report of the social agency study at the hospital.

Skills

Spanish (speak well). Arts and Crafts.

Employment

Group Aide - Blakeville Hospital - Summer 19--
Volunteer - Westville State Farm - Junior year.
Counselor - Richfield Childrens Camp - Summer 19--

Education

XYZ College - B.A., 1975, Sociology

RESUME SAMPLE - BACHELOR'S [illegible]

NAME
2 Spaces

Permanent Address
Street Address
City, State, Zip Code
Telephone #

Present Address
Street Address
City, State, Zip Code
Telephone #

personal data

Whatever you choose to include under personal data may be placed here or at the end. Avoid race, creed, color and other data that may provide basis for discrimination.

job objective

Tell about the type of job that you want. If you are interested in a broad occupational field, state it clearly and concisely. Suggest strong alternative interests in a concise sentence.

education

Stress education achieved. Begin with the highest level attained and work backwards to the beginning of college. Tell what, when, and where.

Cite awards, scholarships, and special scholastic achievements earned. Provide evidence of special abilities and training. Emphasize positive aspects of your academic and extra-curricular activities. Cite leadership positions, activities, etc. Indicate % of self support while in school.

employment experience

Most recent first. Stress tasks related to the position you are currently seeking. Eliminate minor details and emphasize major responsibilities. Indicate progressive increases in responsibility where it has occurred. Include civic projects, volunteer work, etc. Be specific, avoid vague generalities. Do not overlook periods of self employment. Exclude reasons for leaving a particular employer. Include all summer employment experiences.

skills & interests

Comment on fluency of foreign languages, computer languages, special skills not cited elsewhere in resume, and personal interests.

references

References will be furnished upon request by (state where).

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WORKING PAPER

RE[illegible]E WORKSHOP

Each participant is asked to prepare a detailed inventory of information and/or experiences covering the areas described below. It need not be in any polished form as you will use it as a reference in selecting data for your resume.

Start with your high school experience. What courses did you like? Dislike? Why? What were your accomplishments, academic and otherwise? What leadership experiences did you have? What were your hobbies?

Review your college experience in the same manner. Why did you go to college? To this college? Why did you choose your major? Have you changed majors in college? Why? Have you been in the honors program? Have you engaged in independent study? What kinds of projects did you undertake? What were the results? Have you been on the Dean's List? What is your credit ratio? Have you received any scholarships?

Review all of the experiences you have had as a student in the education program. Observations. Tutoring. Media Projects. Case Studies. Research Assignments. Student Teaching. Keep in mind purpose, procedure, results.

What kinds of extracurricular activities have you chosen? What has been the nature of your participation? What about college committees? Residence hall activities? To what positions have you been elected? To what positions have you been appointed?

In what types of community activities have you participated? What has been the nature of your participation? For what periods of time have you participated.

Review all of your work experience, part-time and summer, paid and volunteer. What did you do? When? Where? Did your responsibilities increase in any of these jobs? What did you like or dislike in any of these jobs?

How do you spend your free time? Movies? Reading? Sports - participant or spectator? Museums? Theater? Concert? Travel?

What are your immediate goals? Long-range goals?

You will probably be reminded of other items that have not been included in the above list. Put down everything that may be helpful to you in preparing your resume. You will be surprised at all of the data from which you will have to select the most relevant for a resume to be used by a teacher candidate.

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midway between left and right

Don't indent

243 North Street
Harrisburg, Pennsylvania
November___, 19___

} 4 spaces

The Harrisburg Patriot
Harrisburg
Pennsylvania } 2 spaces

Dear Gentleperson: } 2 spaces

I wish to apply for the machine shop job advertised in this morning's Patriot. It sounds just like the type of work in which I am interested and I believe I have the qualifications for the job.

2 spaces {

I am enclosing a personal folder which describes my qualifications. You will note that I have already had some experience along mechanical lines and I am eager to have the opportunity to learn more. I read Popular Mechanics each month and I have a workshop in the basement at home where I like to experiment with mechanical gadgets. Right now I am building a small stationary steam engine. } 2 spaces

I would appreciate the opportunity of coming to see you and learning more about the job. I can be reached at Emerson 7-3306 after 6:00 P.M.

Directly under "heading" address →

Sincerely yours, — Small letter

4 spaces { Emmett Durrum

Emmett Durrum

Enclosure:

↖ only write if you are enclosing your "personal folder."

SAMPLE LETTER OF APPLICATION

2102 Clackamas Street
Omaha, Nebraska 69802
September 20, 1976

Ms. Gwendolyn LeSeur
Manager
Fashion Fabrics
243 Ashland Avenue
Omaha, Nebraska 69802

Dear Ms. LeSeur:

Please consider me for the fabric sales position which was advertised in the Omaha Review on September 18, 1976.

I graduated from Park High School May 24, and am enrolled in the Lakeland Vocational School for the night class in Fabric Merchandising. I have a sound background in textiles and clothing in both school and 4-H, and I am anxious to further my experience in this area. A personal data sheet is included for your reference.

May I come for an interview at your convenience? I can be reached at home by phone at 235-4581 after 3:15 p.m. or by mail at the address given above.

Sincerely yours,

Wanita Prinsberg

Wanita Prinsberg

PERSONAL DATA FORM

Name ______________________________
First Middle Last Maiden

Address ______________________________
Street City State Zip Code

Telephone ______________

Weight ______________

Birthdate ______________
Month Day Year

Health ______________

Marital Status ______________

Height ______________

Number of Children ______________

EDUCATION:

	Name and Address	Dates Attended	Diploma or Degree	Date of Graduation
Elementary School				
High School				
Vocational, Technical, Junior College				
College or University				
Other				

MAJOR SUBJECTS STUDIED:

____
____
____

WORK EXPERIENCE:

Employer ____________________
Address ____________________
Date From: __________ To: __________
Type of Work ____________________
Characteristics most liked about job:
____
____
Characteristics least liked about job:
____
____

Employer ____________________
Address ____________________
Date From: __________ To: __________
Type of Work ____________________
Characteristics most liked about job:
____
____
Characteristics least liked about job:
____
____

Employer ____________________
Address ____________________
Date From: __________ To: __________
Type of Work ____________________
Characteristics most liked about job:
____
____
Characteristics least liked about job:
____
____

Employer ____________________
Address ____________________
Date From: __________ To: __________
Type of Work ____________________
Characteristics most liked about job:
____
____
Characteristics least liked about job:
____
____

SPECIAL SKILLS OR TALENTS: (Such as musical, clerical, mechanical, creative, speaking ability, foreign language)
____
____
____

SCHOOL, COMMUNITY, OR PROFESSIONAL ACTIVITIES:
____
____

HOBBIES OR INTERESTS:
____
____

REFERENCES:

Name ______________________________
Address ______________________________
Telephone ______________________________
Position ______________________________

Name ______________________________
Address ______________________________
Telephone ______________________________
Position ______________________________

Name ______________________________
Address ______________________________
Telephone ______________________________
Position ______________________________

Name ______________________________
Address ______________________________
Telephone ______________________________
Position ______________________________

JOB APPLICATION FORM

PRINT IN INK

date of application

Personal data

name: first m.i. last

Social Security number

telephone number

street address

city

state

zip code

date of birth

height

weight

marital status (circle) single married divorced widowed separated

ages of dependent children

number of other dependents

husband/wife name

occupation

where employed

who should be notified in case of emergency? address

telephone number

Health

What is the present condition of your health?

List any ilnesses in the past year

Do you have any physical defects? explain

Education (Circle last year completed)

school	name	highest grade completed	from	to	major subjects
elementary school		1 2 3 4 5 6 7 8			
high school		9 10 11 12			
technical or college		13 14 15 16 16+			
other		how long?			

Position

Position applying for?______________________________

What experience have you had that would qualify you for this position?____________________

____

Date available to start _______________

Are you applying for full time_____or part time______

Work History (start with most recent employment)

Where employed name and address	time employed from	to	position	supervisor name	telephone number
reason for leaving					
reason for leaving					
reason for leaving					
reason for leaving					

May we contact your present employer?____yes ____no

DO NOT WRITE IN THIS SPACE

I understand that, if employed, misrepresentation or omission of facts called for in this application is cause for dismissal.

signature as shown on Social Security card ________________________

EMPLOYMENT APPLICATION

An Equal Opportunity Employer

PERSONAL

Last Name	First	Middle Name	Date
Current Address (Street,City,State & Zip Code)			Social Security Number
Previous Address (Street,City,State & Zip Code)			Phone Number & Area Code
Age Under 16 ☐ 18 to 65 ☐ 16 to 18 ☐ over 65 ☐		U.S. Citizen? Yes ☐ No ☐	Other Phone Numbers Where You Can Be Reached
In Case of Emergency or Accident, Whom Shall We Notify	Name		Relationship
	Address		Telephone Number

POSITION APPLYING FOR

For What Type of Position Are You Applying?		Are You Interested In ☐ Full Time ☐ Part Time ☐ Summer
Date Available	Will You Relocate? Yes ☐ No ☐	State Geographic Preference, if any
Wage or Salary Acceptable	How Did You Learn of This Position?	

JOB SKILLS

List Your Qualifications Relevant to Position Applying For:

EDUCATION AND TRAINING

Type of School	Name of School City and State	From - To Mo/Yr	Graduate Yes/No Mo — Yr	Course of Study
High School				
College				
Other: (Business, Trade, Military, Correspondence, Extension)				

SPECIAL ACTIVITIES

Name or Description of Organization	Participation From To	Offices Held

MEDICAL INFORMATION

Are You Presently Suffering From Any Illness Which Would Affect Your Employment? ______________________________

____

How Many Days of Employment Did You Lose Last Year Due to Illness? __________

PERSONAL GOALS

What Are Your Plans or Aims for the Future? ______________________________

____

EMPLOYMENT HISTORY

Are You Presently Employed? Yes No
(Please regard military service as an employer)

May We Contact Your Present Employer? Yes No

Present Employer

Employer's Name and Address

Telephone Number

Supervisor's Name

Date Employed ______ to ______ Mo/Yr Mo/Yr

Basic Salary or Wage ______ Start ______ End

Reason for Leaving

Nature of Duties

1st Previous

Employer's Name and Address

Telephone Number

Supervisor's Name

Date Employed ______ to ______ Mo/Yr Mo/Yr

Basic Salary or Wage ______ Start ______ End

Reason for Leaving

Nature of Duties

2nd Previous

Employer's Name and Address

Telephone Number

Supervisor's Name

Date Employed ______ to ______ Mo/Yr Mo/Yr

Basic Salary or Wage ______ Start ______ End

Reason for Leaving

Nature of Duties

3rd Previous

Employer's Name and Address

Telephone Number

Supervisor's Name

Date Employed ______ to ______ Mo/Yr Mo/Yr

Basic Salary or Wage ______ Start ______ End

Reason for Leaving

Nature of Duties

READ CAREFULLY BEFORE SIGNING

I authorize investigation of all statements contained in this application. I fully understand that misrepresentation or omission of facts called for in this application is cause for dismissal if employed.

(Signature) ______________________ Date: ______________

To Be Completed By Personnel Department:

Evaluation: ____________________

____

____

____

To Be Completed By Department Interviewer:

Date: ____________

Department: ____________ Interviewer: ____________

Evaluation: ____________________

____

____

____

Results of Reference Check:

____

____

____

For Personnel Department Only:

Salary/Pay Rate ____________ Employment Date: ____________

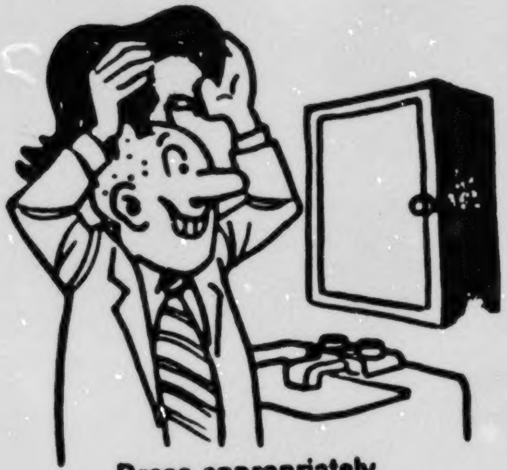
Job Title: ____________________

Department ____________ Cost Center ________ Supervisor ____________

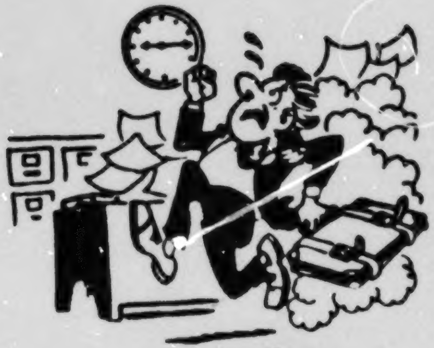
Probationary Period Ends ____________________

Next Salary Review Date ____________________

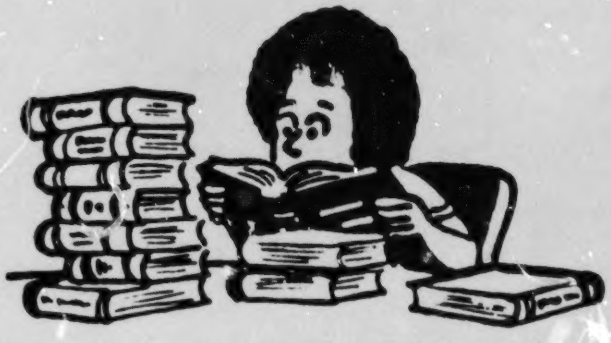
GOT A JOB INTERVIEW? DO IT RIGHT!



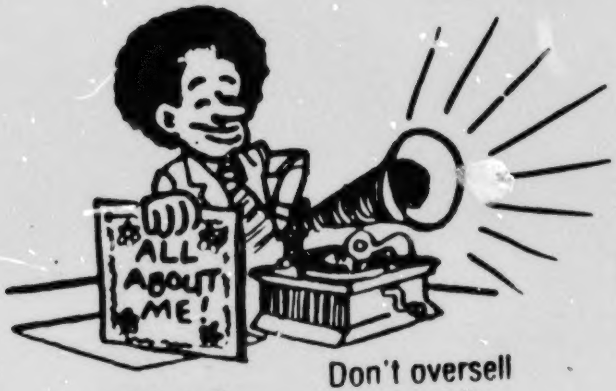
Dress appropriately



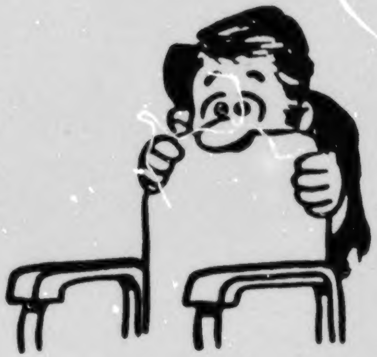
Be on time



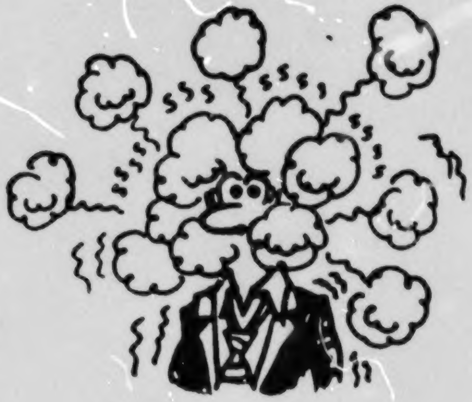
Be informed about the job and the employer


ALL ABOUT ME!

Don't oversell yourself



Don't undersell yourself



Don't lose your cool

CAREER DIRECTIONS

A learning resource from Entering the Job Market [illegible] CAREER DIRECTIONS Program. See Teaching Guide [illegible] Press, Inc. [illegible] 1974 CHANGING TIMES EDUCATION SERVICE [illegible]

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51A

TIPS TO THE APPLICANT

BE:

prompt
truthful
neat
confident
at ease
courteous
interested
tactful
yourself

2. HOW TO DRESS:

mildly conservative
in good style
becoming to the wearer
men - wear neckties
men - shoes shined and fingernails clean
women - conservative cosmetics, shoes shined

3. LISTEN:

pay attention to what the interviewer says

4. KNOW WHAT YOU WANT:

job (both immediate
career and long range)
ask questions if you are not sure
be prepared to take tests (i.e., general aptitude, typing, etc.)

5. KNOW SOMETHING ABOUT:

the company
the industry
talk with someone who works there before the interview if possible

6. GO TO THE INTERVIEW BY YOURSELF....don't bring friends or relatives with you

7. AFTER THE INTERVIEW:

write a letter of thanks for the time spent in the interview
also, mention any advice or suggestions you may have received
follow-up the interview if you have not received word in ten days (unless you were told when you would receive definite word)

8. Bring your resumé

9. Follow up-letter or verbal

NOTE WELL:

On Your Application

Be neat, painstaking, follow directions exactly, have all the information readily available (i.e., names and addresses of references, dates of employment if you have had other jobs) and be complete--fill in all the information asked for and by all means--spell correctly.

APPLYING BY TELEPHONE

Sometimes a newspaper ad for a job lists a telephone number which you may call. Then, too, if you plan to apply to some large firm on your own, without an agency or friends arranging an interview, a telephone call may save time.

Speak clearly over the phone, so that you are not asked to repeat. Get whatever information they are willing to give over the telephone and, if possible, arrange a specific time for a personal interview. People are seldom hired after a telephone conversation only, so do not try to sell yourself at this time. Wait until your personal interview to do this.

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TIPS ON HANDLING YOURSELF DURING THE INTERVIEW

You may be nervous before and during the interview. It is a known fact that all experienced, prominent speakers, actors, and performers are nervous, to a degree, before going on stage. An interview is just like going on stage; therefore, it is normal to be nervous. The following rules of conduct during an interview may lessen your apprehension and make you less jittery:

- Know the name of the interviewer and how to pronounce it. (For example, say, "Good morning, Mrs. Allen.")
- Look at the interviewer (not your lap, the ceiling, desk)
- Be as natural as possible, look pleasant, and try to relax.
- Sit comfortably but don't slouch. The person who "plunks" down and then "lounges" in the chair rarely gets the job.
- Do not place any of your personal belongings on the interviewer's desk.
- Keep your hands still. Do not play with your purse, hat or papers.
- Speak slowly, quietly, without using slang. Try not to say "like" as the first word in each sentence.
- Know something about the job for which you are applying.
- Do not smoke or chew gum.
- Let the interviewer start the conversation and let him do the interviewing.
- Do not interrupt the interviewer.
- Do not discuss your personal problems.
- Refer to you resume if necessary.
- In the matter of pay, vacations, benefits, give the interviewer a chance to cover these items. If they are not brought up, feel free to ask about them.
- Never criticize a former employer, teacher, or your school.
- Do not volunteer negative information.
- Do not exaggerate and facts; just be honest.
- Allow the interviewer to close the interview. Thank the interviewer for his/her courtesy.
- Before leaving, know where you stand. If you're not sure if you are to be employed or to be considered later, ask!

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INTERVIEWER'S WORK SHEET

Applicant's Name ____________________

Position Applied for ____________________

1. APPEARANCE

Neat
Well-groomed
Slovenly
Average build
Thin
Stout
Tall
Short

2. DRESS

Good taste
Worn
Careless
Flashy
Untidy

3. POSTURE

Well-balanced
Very erect
Slightly relaxed
Slightly stooped
Round-shouldered

4. FACIAL EXPRESSION

Radiant
Happy
Thoughtful
Solemn
Sullen

5. HANDS AND FACE

Healthy looking
Well cared for
Physical impairment
Heavy make-up
Blemished
Dirty

6. APPROACH

Poised
Alert
Forward
Timid
Awkward

7. VOLUME OF VOICE

Too loud
Easily audible
Too low
Pleasant
Shrill
Monotone

8. ENUNCIATION

Very clear
Clear
Passable
Indistinct
Omits syllables

9. PRONUNCIATION

Faultless
Occasional mistakes
Frequent mistakes

10. GRAMMAR

Faultless
Occasional mistakes
Frequent mistakes
Bad grammar
Extremely bad grammar

11. PERSONALITY

Magnetic
Animated
Pleasant
Tactless
Conceited

12. TEMPERAMENT

Calm
Confident
Shy
Excitable
Sullen

13. KNOWLEDGE

Clear perception
Good comprehension
Shrewd
Understanding
Uninformed

14. ATTITUDE

Cooperative
Enthusiastic
Attentive
Indifferent
Arbitrary

15. SELF-OPINION

Modest
Confident
Timid
Self-assured
Conceited

Interest in position. Standing in class. Recomended for employment.

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THREE INTERVIEWEES FOR SEABRING CLOTHING STORE

The Seabring Clothing Store was hiring a salesperson in the men's department. Ms. Seabring, personnel manager, is interviewing three applicants, John McNally, Lisa Joanase, and Mark Thimes. Under each of the applicant's descriptions, list the factors that would positively influence Ms. Seabring to hire the applicant. Also list the factors that would negatively affect Ms. Seabring in hiring the person. After you have evaluated the positive and negative points described for each applicant, make a decision as to which applicant you feel Ms. Seabring should hire for the job. State the reasons for your selection.

John McNally
Age 23
5'8" - 150 lbs
Single
Education: High school diploma, average grades
Work Experience: 3 years as a salesperson at Nellow Department Store in the camera department.
2 years as a salesperson in Lutes Toy Store.

John arrives for his interview five minutes early, wearing slacks, a dress shirt, and sports coat. Ms. Seabring begins the conversation by asking why John is interested in the job as salesperson in the men's department. John answers that he felt there might be opportunities for advancement with the Seabring Store and that he is looking for a permanent career in sales.

Ms. Seabring asked why he had left the two other stores where he had been employed. John answered that he did not feel the manager was ethical in his business dealings, and that he was tired of trying to help silly people, not being able to make up their minds.

"What is the responsibility of a sales person?" Ms. Seabring asked John. "A salesperson should offer merchandise for people to look at, and make a convincing sales pitch, with little regard for the customer's needs. Most people want the sales person to make the decision for them. Looking at his watch, John said, "I must go now, I've been here for 15 minutes."

Positive Factors	Negative Factors

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THREE INTERVIEWEES FOR SEABRING CLOTHING STORE

Lisa Joanase
Age 22
Single
5'6" - 125 lbs.
Education: High school, nine-month course at vocational school in fashion merchandising.
Work Experience: 1 year as hostess at the Blue Diamond Dinner Club.
1 year as salesperson in the lingerie department at Shane's Department Store.
1 year as manager of window displays and fashion shows at Cele's Fabric Store.

On the morning of her interview, Lisa chose to wear a comfortable dress and barefoot sandals, as this was going to be a hot day. She stepped inside the door of the personnel office at 2:00 PM sharp, the exact time her interview was scheduled. Lisa was thinking about combing her hair when she saw a lady walking towards her, who Lisa guessed was Ms. Seabring, the personnel manager. When they sat down in Ms. Seabring's office Lisa quickly took a brush from her purse and touched up her hair. "Now I'm ready," she said. "What a hectic day this has been." Ms. Seabring looked at her and asked if being under pressure flustered her. Lisa said that it usually didn't but that today she had overslept and the day had gotten off to a bad start.

Ms. Seabring then asked her why she thought she would be a good person for this job. Lisa answered that she enjoyed meeting people and helping them make decisions about clothing. She added that mens wear had been her favorite area in the fashion merchandising course she had taken. "Men especially like women's suggestions when buying," she said. "I have good taste in men's fashions."

Lisa was then asked why she had left her last job, to which she replied, "There wasn't much contact with people when doing window displays and fashion shows. It was more of a behind the scene type job."

Ms. Seabring then told Lisa that she would contact her in three or four days to advise her of the store's decision in hiring a salesperson. Lisa said, "Fine, I'll be waiting to hear from you. Thank you."

Positive Factors	Negative Factors

THREE INTERVIEWEES FOR SEABRING CLOTHING STORE

Mark Thimes
Age 35
5'6" - 150 lbs.
Married, one child
Education: High school, 2 years of junior college.
Work Experience: Seely Department Store - housewares department
Finish Fabric Shop - manager
Riders Shoe Store - assistant salesperson

Mark arrives 10 minutes before the scheduled interview, wearing slacks and a sport shirt. He enters Ms. Seabring's office and sits down lighting a cigarette. He answers Ms. Seabring's questions with a yes or no, being very polite. Suddenly he blurts out. "I need this job. My family needs the money. I'll do anything I have to. Please hire me."

"What are your reasons for leaving your last job?" Ms. Seabring asked. "The manager was too hard to get along with," Mark answered. "He expected me to work Saturdays and evenings, not giving me any time to be with my family. Besides that, their merchandise is not high enough quality, and they wanted me to sell it to people who look like they cannot afford it. I felt like such a liar giving that sales pitch about the quality, when I knew differently."

Ms. Seabring and Mark went on discussing Mark's goals and the skills he had learned. Mark confided that the greatest lesson he had learned being a salesperson, was that "honesty is the best policy." As he went out Mark asked when he could phone to inquire if he had been hired for the job.

Positive Factors	Negative Factors

FOLLOW-UP LETTER

Directions: Evaluate the follow-up letter below using the Follow-up Letter Criteria on the following page as a guide. List the positive aspects of the letter which appear to be appropriate and also the negative aspects which seem to be of inappropriate form. Re-write the letter in an acceptable form using the Follow-up Letter Criteria (Appendix, p. A-54) to guide the revision.

220 Pelan Avenue
Kirken, North Dakota 26108
June 12, 1976

Ms. S. Seabring
Personnel Manager
Seabring Clothing Store
1028 Xerxes Street
Kirken, North Dakota 26108

Dear Ms. Seabring:

I want to apologize for the way I acted during my interview with you last Thursday, for the salesperson position. I very desperately want that job, and I guess I became a little emotional because of my family's problems. I am confident that I can do the work required for this position.

I will be anxiously awaiting your call. I am home most of the time right now, so you could reach me at home just about any time. My number is 614-3298. Hope to hear from you soon.

Sincerely,

Mark Thimes

Mark Thimes

Positive aspects of the letter that appear appropriate.

Negative aspects of the letter that appear inappropriate.

FOLLOW-UP LETTER CRITERIA

The purpose of the follow-up letter is to thank the employer formally for his/her time spent in the interview, and to indicate one's sincere interest in the job. This courtesy is sometimes the deciding factor when the interviewer is considering several people with approximately the same qualifications for the job.

The letter should adhere to the following standards:

1. Typed perfectly.
2. Clean, neat, and attractively arranged on the paper.
3. Free from spelling, punctuation, and grammatical errors.
4. Sent within a day or two after the interview.

The letter should include the following points:

1. An expression of appreciation for the interviewer's time and interest.
2. A brief summary of your qualifications and interest in the position.
3. Your name, address, phone number, and when you could be reached.

DO NOT:

1. Mention personal problems or hardships in the hope of convincing the employer of the need for a job.
2. Flatter the interviewer.
3. Overexaggerate appreciation or qualifications.

SAMPLE PRE-EMPLOYMENT TESTS

There are a variety of tests that may be administered to job applicants. Often no pre-employment test is given an applicant, but tests can be very useful in gaining information concerning aptitudes, personality traits, skills, and interest patterns. Usually little can be done to prepare for the tests. Remembering good test taking habits such as getting a good night's sleep before the test, following directions carefully, wearing comfortable clothing, maintaining a relaxed attitude, and not rushing tend to increase the chances of the test reflecting an individual's qualities.

Complete the examples of pre-employment test questions to gain an idea of what may be expected.

SPELLING TEST

This test gives four suggested spellings for each word listed. Choose the spelling you know to be correct and mark your answer accordingly.

1. (A) auxillary (B) auxilliary (C) auxilary (D) auxiliary
2. (A) similar (B) simmilar (C) simlar (D) simuler
3. (A) referance (B) referrence (C) referense (D) reference
4. (A) foriegn (B) foreign (C) forriegn (D) forreign
5. (A) exceed (B) exsede (C) exseed (D) excede

CONCENTRATION TEST

The items in Column A have been copied into Column B but in transition, some errors have been made. Compare the two columns and place an X on the Column C line where errors have been made.

Column A	Column B	Column C
Bonie Lyn 87670	Bonie Lyn 87670	
R. Black and Bauer 18293876672	R. Black and Buaer 18293876672	
Del Ros Co. 326	Del Ross Co. 326	
Nationwide Banking 97867243	Nationwide Banking 97876243	
Denniberg's 872540	Denniberg's 872540	

MATHEMATICS TEST

Please answer on line at the right.

1. 93,615 + 84,326 = ____________________
2. 8652 - 7879 = ____________________
3. 9235 - 64 = ____________________
4. 36 X 49 = ____________________
5. 3¼ X 2½ = ____________________

FOLLOWING INSTRUCTION TEST

Answer the following questions.

1. Circle the number that does not complete the regular sequence of these numbers.

   7 12 8 13 7 14 10 15 11 16 12 17

2. 2 + 7 = 8
   3 + 5 = 9

   If this problem is correct do nothing, but if the first problem is wrong underline the second.

3. Count the number of letters in the "alphabet" between and including E and M, and write down the number here. ____________________

4. If May 8 falls on a Wednesday, what day does May 25 fall on?

   Answer ____________________

5. A person pays $10.50 for groceries and $0.27 for busfare. How much does the person have left from a twenty-dollar bill?

   Answer ____________________

WORD COMPARISON TEST

Directions: Study each pair of words given below. If the two words in the pair mean the SAME, write S on the line opposite that pair of words. If the two words mean the OPPOSITE, write O on the corresponding line. Here are two samples.

lead - guide S
empty - full O

1. dark - light _____
2. middle - center _____
3. finish - complete _____
4. lean - fat _____
5. ease - discomfort _____
6. food - nourishment _____
7. happy - jolly _____
8. profit - loss _____
9. courteous - polite _____
10. fiction - truth _____

APTITUDE TESTS

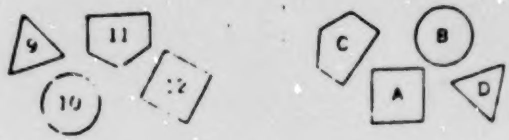
Aptitude tests are given to determine potential capabilities. They show you some of the jobs you could learn if you had the chance and interest to do them. The questions below are some examples of the types of questions found in aptitude tests. Circle the appropriate answers.

1. Bob Cray works 4 hours a day, 5 days a week. He earns $1.85 an hour. How much does he earn each week?

(a) $20.00
(b) $64.00
(c) $37.00
(d) $25.00

2. Find the lettered figure that is exactly like the figure numbered 12.

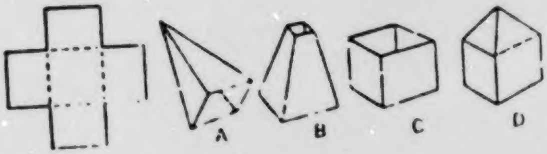
(a) B
(b) D
(c) C
(d) A



3. In an alphabetically arranged group of words, what word would be listed after interesting?

(a) interrupt
(b) invalid
(c) interpose
(d) intersect

4. At the left is a drawing of a flat piece of metal. Which object at the right can be made from this piece of metal?



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INTERVIEW EVALUATION

Name ____

Job Applying For ____

		Below Average	Average	Above Average	Excellent
1.	Personal Appearance	1	2	3	4
2.	Attitude	1	2	3	4
3.	Ability to Communicate	1	2	3	4
4.	Interest	1	2	3	4
5.	Self-Confidence	1	2	3	4
6.	Career Goals	1	2	3	4
7.	Sense of Humor	1	2	3	4
8.	Maturity	1	2	3	4
9.	Apparent Competence	1	2	3	4

____

Comments:

____

____

____

____

____

____

____

____

Recommendations:
(check appropriate box)

1. ☐ Would Hire
2. ☐ Would Not Hire

Evaluator:

____
(Signature)

____
(Date)

SEARCH OF INFORMATION ON LAWS AND REGULATIONS

Directions: Write the name, address, and telephone number of the agency you would contact if you wanted to answer each of the below questions.

A worker has been unemployed for one month and wants to receive unemployment compensation. Where does he/she go for information about unemployment compensation?

A worker is receiving $1.65 per hour. He/she wants to know if this complies with the Minimum Wage Law. Where can he/she get the information?

A worker is hurt severely on the job and needs vocational rehabilitation. Whom should he/she contact to apply for rehabilitation?

A worker needs help filling out an income tax form. Where should an individual call for help with the form?

A group of workers feel they have been passed over for promotion because of their age. Who can help them with their concern?

A food service worker is told he/she must comply with the health laws. Where can he/she find out what the health laws are?

A job seeker wants to know if Company XQ is unionized before he/she applies for a job with the company. Where could that information be found?

A worker needs training. Where can an individual obtain more information on government job training programs?

BROWSING SESSION

List of Topics (circle the one chosen)

- Social Security
- Internal Revenue
- Minimum Wage and Hour Law
- Health Regulations
- Unions
- Discrimination
- Unemployment Compensation

Questions:

1. What are the main provisions of this law or regulation? (State as if you were explaining to someone not familiar with it.)

2. List and define any new words or concepts you gained from the reading.

3. What effect does your topic have on the worker?

4. How does your topic restrict the worker? Protect the worker?

5. List a source where further information can be found regarding this topic.

SECURING EMPLOYMENT

POST ASSESSMENT INSTRUMENT

DIRECTIONS: Circle the one best answer.

1. Which of the following statements about work is true?

   a. People have little choice in the type of work they do.
   b. People achieve psychological rewards from working.
   c. People's reasons for working have no effect on job selection.
   d. People learn how to work when they acquire their first job.

2. Lynda lives in a small mid-western town with protective parents. After high school she plans to go to Europe and find a job. She does not really care what type of job she holds. Going to Europe sounds interesting. Earning money while she is there will enable her to stay as long as she would like. What value may have a big influence on Lynda's decision to work while in Europe?

   a. Loyalty
   b. Obedience
   c. Independence
   d. Equality

3. If a group of individuals in our society holds the attitude that society owes them a living, which of the following statements might be said by an individual in that group?

   a. "Since the hiring of the new employee I do not have enough work to keep me busy."
   b. "I will be working late to finish cleaning the equipment."
   c. "I will work Saturday if I can have Friday off."
   d. "I am going hunting, so I will call in sick today."

4. Which of the following would not be considered a source of information regarding job availability?

   a. Union Offices
   b. Former employers
   c. State Employment Service
   d. Internal Revenue Service

5. Jobs are grouped into clusters by considering which of the following?

   a. Education
   b. Skills
   c. Training
   d. Experience

6. Which of the following descriptions is acceptable job interview behavior?

   a. The interviewee should start the conversation.
   b. Speak frankly and critically about previous employer.
   c. Ask when the company can be telephoned to learn the interviewer's decision on hiring a person for the job.
   d. Exaggerate qualifications to insure a good impression.

7. What is likely to happen to an employer who discriminates on the basis of sex but it is not reported?

   a. More women will be employed by the firm.
   b. The employer will come under federal investigation.
   c. No action toward the employer will be taken.
   d. The employer will be questioned by the Wage and Hour Office.

8. Which is not a service of Social Security?

   a. Unemployment Compensation
   b. Disability insurance
   c. Medicare
   d. Vocational rehabilitation

9. Mr. Lerner, manager of JKT Quick Eat Chicken, told Brian that customers like his pleasant smile and fast service but the hamburgers were not being fried to the correct degree of doneness and the french fries were often cold when given customers. What interaction was occurring?

   a. Mr. Lerner was counseling Brian.
   b. Mr. Lerner was attending to the needs of customers.
   c. Mr. Lerner was interpreting work procedures for Brian.
   d. Mr. Lerner was negotiating with Brian.

10. If a group of individuals in our society values achievement, which of the following statements would reflect that value?

   a. "I earned $25,000 last year."
   b. "The boss told me I can have my present job as long as I want."
   c. "My new job leaves me plenty of free time to spend with the family."
   d. "Not one customer complained about the service today."

11. Carlo works 8 hours a day preparing meals at Sunny Day Care Center. He likes his job and is skilled at it. Carlo's wife thinks the family should move to Arizona to be close to their relatives. What two values are in conflict?

   a. Income and satisfaction
   b. Family loyalty and creativity
   c. Creativity and income
   d. Satisfaction and family loyalty

12. Which statement about work is true?

   a. Job skills remain the same.
   b. Work is modified to suit society's demands.
   c. Work expectations remain unchanged.
   d. Work has little effect on a person's status.

13. What does latticing across to a new job mean?

a. A person gets a job in another field using the skills one has.
b. A person receives a promotion in one's field.
c. A person finds a job that needs two more years of training.
d. A person accepts a job higher on the occupational ladder.

14. Tests are sometimes given before a person is hired. Which of the below is not a reason tests are given?

a. Survey economic background
b. Sample reasoning
c. Reveal aptitude
d. Measure mathematical skills

15. Which agency should be contacted for help in filling out an income tax form?

a. Social Security Office
b. Internal Revenue Service
c. State Employment Service
d. Wage and Hour Office

16. John telephones Ms. Carlsberg, director of STF Daycare Center, asking what hours the center is open. He was looking for a daycare center to care for his three-year-old daughter while he worked the 3 to 12 p.m. shift at Anytown Hospital. "We are open 24 hours a day," answered Ms. Carlsberg to John's question. John hung up the telephone feeling that the STF Daycare Center would be able to care for his daughter. However, the center could not care for John's daughter because there were no openings for additional children. Where did the problem in communication occur?

a. Ms. Carlsberg answering that the center was open 24 hours.
b. John interpreting that the center could care for his daughter.
c. John asking what hours the Daycare Center was open.
d. Ms. Carlsberg not asking what hours John worked.

17. Sally has been planning to enroll in the chef's training course at Center Vocational School in January. She was offered a job as secretary for the high school in which she graduated at a starting salary of $400 a month. She decided to accept the offer and postpone her career goals. By working at the high school she could give her brother a ride to school. Which of the following would not be an example of her reasons for working?

a. Family responsibility
b. Service to others
c. Career development
d. Economic security

18. Which service is not available from a State Employment Office?

a. Actual hiring
b. Aptitude tests
c. Social security number application
d. Nation-wide job openings

19. Societies change. More women are seeking employment outside the home. What effect may this have on jobs?

   a. More service jobs will open.
   b. Jobs will become less complex.
   c. Workers will have a smaller job selection.
   d. Fewer machines will be used on the job.

20. In what order should previous job experience be listed on a personal data form or a resumé?

   a. Most important job to least important
   b. Most recent job to least recent
   c. Job held for the longest period of time to the ones held for the shortest period of time
   d. Job liked most to the one liked least

21. If a person wants information about vocational rehabilitation, which agency should be contacted?

   a. Internal Revenue
   b. Wage and Hour Office
   c. U.S. Dept. of Labor
   d. Social Security

22. Communication is not occurring in which of the following statements?

   a. The speaker sees the listener look frustrated.
   b. The listener stops the speaker to ask a question.
   c. The listener states incorrectly what he hears the speaker say.
   d. The listener is thinking about a job promotion during a speaker's presentation.

23. If a person wants information about unemployment compensation, which agency should be contacted?

   a. State Employment Service
   b. Internal Revenue
   c. Social Security
   d. Wage and Hour Office

24. When completing an application form, which of the following would be the best way to respond to a question that does not apply?

   a. Skip it.
   b. Fill it in as the person across the table has done.
   c. Think of an answer.
   d. Draw a line through the blank.

25. Which of the following is a purpose of job interviews?

   a. To learn if there are job opportunities with the company.
   b. To learn what the employer expects from employees.
   c. To learn who else has applied for the job.
   d. To learn about the employer's achievements.

Answer questions 26 and 27 based on the information given in the ad.

> NOW HIRING
>
> People to assist in caring for children at Sunny Side Day Care Center, Myrtle Richerson, Director. Responsible for children's safety, feeding, and recreation. Hours are flexible. Send resume to T. W. Holbrook, Lincoln, Minnesota 58000, 543-6985. Previous training or experience is required.

26. What is the title of the job that could be applied for?

    a. Child Day Care Supervisor
    b. Recreation Aide
    c. Child Care Aide
    d. Nursery School Food Service Worker

27. Which of the following would an applicant contact to apply for the job?

    a. Sunny Side Day Care Center
    b. 543-6985
    c. T. W. Holbrook
    d. Myrtle Richerson

28. Bill has been disagreeing with his grandparents who think he should go to a vocational school. "School teaches you skills so you can find a good paying job," they tell him. Bill has a sense of adventure. He thinks seeing a little more of the U.S. sounds more interesting than going to school. Which value might be influencing Bill's grandparents in wanting Bill to go on to school?

    a. Self-respect
    b. Economic security
    c. Sense of accomplishment
    d. Social recognition

29. A person wants to get a job as a housekeeper which comes under the federal minimum wage law. The wage which the prospective employer offers is less than the law requires. What would be the best alternative to take?

    a. Take the job, planning to ask for a raise soon.
    b. Contact the Social Security Office to find out exactly what the minimum wage is.
    c. Forget about the job; it's not worth the trouble.
    d. Remind the employer of the Minimum Wage and Hour Law.

30. When looking for a job, what information is needed from the source suggesting openings?

    a. Hours and wage
    b. Person to contact and title of job
    c. Title of job and hours
    d. Wage and person to contact

31. What is the relationship between work and changes in the society?

a. Society's demands change work.
b. Work causes society to change.
c. Society's changes have little effect on work.
d. Changes in work decrease as society's changes increase.

32. Where are jobs which require professional skills and education beyond high school located on the occupation ladder?

a. Bottom level
b. Middle level
c. Top level
d. Not on the ladder

33. Which of the following is true about follow-up procedures after an interview?

a. Follow-up procedures assure an applicant of getting the job.
b. Follow-up procedures take a great deal of time.
c. Follow-up procedures give the applicant a chance to express opinions about working conditions.
d. Follow-up procedures let the employer know the applicant is interested in the job.

34. When one dresses for an interview which of the following is most important to consider?

a. What the prospective employer expects.
b. What one looks best in
c. What is cleanest and most comfortable
d. What one's friends or family like best

35. Which of the following statements about Social Security is not true?

a. Social Security benefits are tax free.
b. When you marry your Social Security number remains the same.
c. Benefits from Social Security increase as the cost of living increases.
d. The Social Security protection you earn on one job is cancelled when you change jobs.

36. Unions work to provide all but one of the following conditions for its members. Which statement does not describe a function of unions?

a. Enforce wage and hour law
b. Negotiate for adequate salary
c. Encourage fair promotion procedures
d. Protect worker's right to complain

37. Jeff was being shown how to complete a return of merchandise slip by Diane. What interaction was occurring?

a. Diane was exchanging ideas with Jeff.
b. Diane was instructing Jeff.
c. Diane was serving Jeff.
d. Diane was supervising Jeff.

DIRECTIONS AND CRITERIA FOR SCORING OF PERFORMANCE INSTRUMENT

Because the satisfactory completion of a written job application is a critical part of securing employment, the completion of a job application form is used as a performance test in this module. This assessment relates to Objective 3.1-c which is: "The learners will comprehend procedures for job application including: application form."

For post assessment, the application form would be completed after the planned teaching for Objective   has taken place. For learners who do not satisfactorily complete the application form as a post assessment, the teacher is encouraged to repeat suggested strategies or use other strategies until learners do perform satisfactorily.

Criteria for Evaluation

An employment application makes an impression. When evaluating the applications, it is suggested that you take on the role of a prospective employer. The evaluation should be based on the following:

*The application was accurate, neat, and readable.

*Response was given to all questions with a line drawn through or n/a written where appropriate.

*Directions were followed.

*Job skills were related to job applying for and were described clearly.

*Present and previous employer's name, telephone number, and address were given.

*Application was signed and dated.

A rating system may be used for the evaluation such as S+ for Excellent, S for Satisfactory, and U for Unsatisfactory. Letter grades may also be used, considering the criteria mentioned above.

Key for Post Assessment Instrument

Item	Answer	Objective	Item	Answer	Objective	Item	Answer	Objective
1.	b	1.2	14.	a	3.1	27.	c	2.1
2.	c	1.4	15.	b	4.1	28.	b	1.4
3.	d	1.1	16.	b	5.1	29.	d	4.2
4.	d	2.1	17.	c	1.2	30.	b	2.1
5.	b	2.2	18.	a	2.1	31.	a	1.3
6.	c	3.1	19.	a	1.2	32.	c	2.2
7.	c	4.2	20.	b	3.1	33.	d	3.1
8.	a	4.2	21.	d	4.1	34.	a	3.2
9.	c	5.2	22.	d	5.1	35.	d	4.2
10.	d	1.1	23.	a	4.1	36.	a	4.2
11.	d	1.4	24.	d	3.1	37.	b	5.2
12.	b	1.3	25.	b	3.1			
13.	a	2.2	26.	c	2.1			

Introduction

1

WHAT IS: The Future Homemakers of America organization?
WHY: Are FHA and HERO chapters important?
HOW: Can school life and student interests in general relate to home economics curriculum?
WHERE: Can young people get answers about job success, personal development, money management . . .?

The answers to these questions will become increasingly apparent as you become involved as an FHA or HERO adviser. Through this packet, you will get a brief run down of the organization and how you can organize your home economics students as a chapter.

After reading through these materials, contact your state adviser. (You can get the name and address from the National Headquarters.) Your state adviser will be able to give you additional instructions that apply specifically to your state association.

Background

2

Future Homemakers of America grew out of various state and local high school home economics clubs which were known by individual names and had individual programs.

Visualizing what could be accomplished if all clubs unified efforts, members of the American Home Economics Association and the Home Economics Education Staff of the U.S. Office of Education together with student representatives of the various home economics clubs took the lead in forming the national organization of Future Homemakers of America.

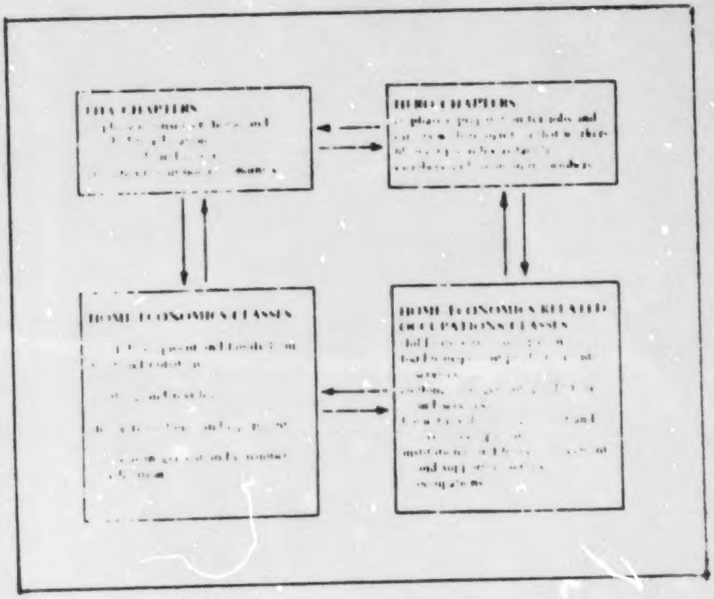
February 1917 The signing of the first National Vocational Education Act by President Woodrow Wilson brought into being federally-supported, state-conducted programs of vocational education which included home economics. Through home economics education, the foundation was laid for the development of the organization as an integral part of the program.

June 1945 Future Homemakers of America was founded in Chicago as the national organization for home economics students in the secondary schools, both public and private.

July 1965 Future Homemakers of America and New Homemakers of America merged into one organization, keeping the name of Future Homemakers of America. (New Homemakers of America was a separate organization for black home economics students in southern states where segregation was the law.)

May 1971 Following changes in legislation which allowed job study courses to be incorporated into home economics, HERO chapters were established as part of Future Homemakers of America.

FHA and HERO chapters are meant to be an integral part of home economics education in secondary schools. Chapter membership provides students with a variety of opportunities to develop their leadership potential while focusing on the aspects, skills and theory within the curriculum.



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Objective and Goals

3

The objective of the Future Homemakers of America organization is: To help youth assume their roles in society through home economics education in areas of personal growth, family life, job preparation and community involvement.

The goals of the organization parallel those of home economics education:

1. To provide opportunities for self-development and preparation for family and community living and for employment.
2. To strengthen the function of the family as a basic unit of society.
3. To encourage democracy through cooperative action in the home and community.
4. To encourage individual and group involvement in helping achieve worldwide brotherhood.
5. To institute programs promoting greater understanding between youth and adults.
6. To provide opportunities for decision-making and for assuming responsibility.
7. To become aware of the multiple roles of men and women in today's society.
8. To develop interest in home economics, home economics careers and related occupations.

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Structure

4

The Future Homemakers of America organization functions on three levels: national, state and chapter.

National Organization

The National Board of Directors is the legal governing body of the organization. The board determines policy, develops the budget, evaluates current programs, gives direction to future development of program and is responsible for sound management.

The board membership consists of representatives of all phases of home economics education including youth, members *ex officio*, and members selected by the board. The board meets three times a year. Special meetings are called as needed.

The National Executive Council, the youth decision-making body of the organization, meets with the board to help determine policies and procedures as they affect the national organization. In addition, they determine the business to be brought before the delegates at the national meeting, plan the program for and direct the national meeting, plan and promote the national action program and serve as official representatives of the national organization at state association meetings and meetings of related organizations and agencies.

Members of the council are elected annually by voting delegates to national meeting. From their ranks they elect a president, vice-president, secretary, treasurer and representative to the board.

A professional staff serves the membership year round from national headquarters in Washington, D.C. Under the leadership of the executive director, the staff carries out the directives of the board and council through program, communications, resource development and membership services departments. The staff directs and facilitates expressed concerns and planned initiatives of the members.

Activities at the national level are financed through $2.00 national dues per member, associate membership contributions and corporate and foundation gifts.

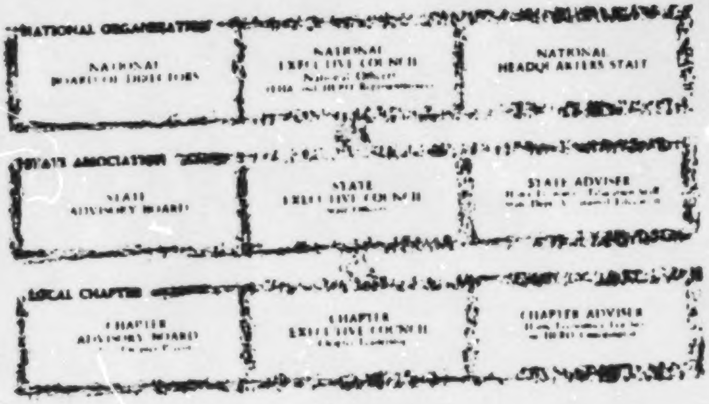
State Association

At the state level, a state advisory board and a state executive council, made up of youth members elected by the state membership, function similarly to the National Board of Directors and the National Executive Council. State programs come under the direction of home economics education staffs and state departments of education.

State association programs are developed within the framework of the national organization's objective, purposes, policies and bylaws. Activities at this level are financed through state dues determined by each state's membership.

Chapter

At the chapter level, a chapter advisory committee is set up to give direction and support to the chapter. Youth leaders make up the chapter executive council and the home economics teacher or coordinator serves as the adviser to the chapter. Activities at this level are financed through chapter dues, money-making activities based on home economics curriculum, special grants and donations.



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Philosophies and Programs

5

More and more, home economics involves the world outside the home (the job market and community action) as well as the family.

As increased opportunities for education and employment are emerging, both men and women are having the chance to pursue lifestyles and employment that suit their own needs. Both sexes need to feel comfortable with the new options that are opening up for them that demand maturity, skills in homemaking and a chosen career or job and an understanding of oneself and one's relationship with others.

Today's young people will need the kind of management skills that Future Homemakers of America can help them develop to master their multiple roles and lead to a true partnership of men and women in the work place, home and community.

Future Homemakers of America offers its members the opportunity to explore and discuss values; to observe how these values play a fundamental role in individual, family, job and community life and to see that life is a series of decisions—decisions which are made on the basis of a value structure.

The student-oriented organization functions as a resource whereby its members can develop attitudes, skills, knowledge and experiences. Naturally, when students are allowed to build upon their own interests, they become more involved in the learning process. Their participation in projects they have chosen personalizes learning and presents home economics skills and knowledge as integral parts of everyday life. Students can see the meaning for their own participation and, in turn, teaching becomes easier and class is more fun for everyone.

In keeping with the organization's concept of learning by doing, PROGRAM ACTION IMPACT, a basic tool for chapter program planning, consists of specific steps for identifying, planning and evaluating projects which reflect members' concerns and often arise from classroom discussions and involvement. The process is flexible enough to enable chapters to return to an earlier step in order to improve or redirect the project on the basis of the experience gained.

Using ENCOUNTER, *Personal Growth through Future Homemakers of America*, members can develop projects designed to foster individual development. Focus is placed on the uniqueness and worth of each individual. The students are encouraged to make their own decisions to begin the projects, set their own goals, determine realistic time commitments, plan methods of work, measure their accomplishments and express the results in their own terms.

In addition to programmatic thrusts, the organization provides a variety of other services to students and adults:

- assistance to advisers and other adults for optimum performance as resource persons through periodic newsletters, consultant programs, management seminars, workshops and conferences.
- workshops, training meetings, a magazine and other supportive activities for members, especially youth leaders.
- a continuing series of periodic and special publications to improve chapter management, member participation, the quality of meetings and projects, teacher education, recruitment of adult resource persons, integration of the organization into the classroom and instructional programs of vocational home economics education;
- liaison and working relations with a large number of organizations sharing mutual concerns and
- the National Leadership Meeting, held in a different region each year which some 1,600 youth and 400 adults attend.

In summary, the organization is a teaching tool, a motivating technique, a vehicle for developing leadership skills and a method for extending class learnings by putting them to use through group decision-making and action.

Refer to the publications catalog included in this packet for current materials available.

Chapter Options

6

Each chapter of the organization is unique, thus the adviser and membership must determine the best structure for their chapter. In setting up your chapter's structure, try to aim for these two goals:

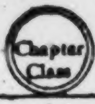
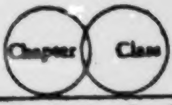
1) involve as many eligible students as possible;
2) make the chapter framework and action an integral part of home economics education.

Your chapter's choice will be determined in part by some or all of the following:

- school administration policy
- student scheduling
- elective classes
- state education department policy
- union policy
- personal or professional commitment
- student transportation
- student jobs

Read over the following examples to help you and your chapter members start thinking about possible ways your chapter could function within your school.

As you and your chapter members begin to narrow down possibilities to a structure you think you would like to try, contact your state adviser and state officers. They will be a very helpful sounding board for your projected plan.

	 Chapter Class	 Chapter Class
Membership	Students enrolled in consumer or homemaking classes or home economics occupational training programs who pay dues to affiliate.	Combination of students presently enrolled in home economics classes and students not able to enroll this term.
Selected Leaders	Each class has its own set of leaders. One or more leaders from each class serves on a council. More members can assume leadership roles.	Leaders provide direction for a combination of out-of-class and in-class membership. Leaders are selected from the total chapter membership and function with committees. There is an overall executive council of leaders and/or class representatives.
Meetings	Occur as part of class time. The entire class functions as a planning unit for curriculum and experiences beyond the classroom. Committees and leaders meet during class as part of leadership development.	Usually occur separately from class. Committees may meet during individual classes. Committee leadership and chapter leaders meet with adviser during class or other time to plan and coordinate activities.
Organization and Activities	Majority of planning and action occurs in class with outside resources brought into class setting. May involve some out-of-class action for those who can participate on weekends, before or after school or during activity periods.	Planning, decision-making and activities are performed both in and out of class and related to class learnings. Action occurs before or after school, during activity periods, on weekends and in class. Class/chapter action regularly extends into the school and community.
Advantages	Assures relationship of chapter activities to class curriculum. Eliminates conflicts with meeting scheduling, transportation and after school jobs. Produces less formal communication between student and adviser. Automatically breaks down potentially large chapters into manageable working units. Nearly every student gets the opportunity to be responsible for a piece of the project. Divisions of leadership help make the class student-centered rather than adviser-centered making less work for the adviser. Younger students have more opportunities to speak up and express views when not overshadowed by older students.	Easier for members not enrolled in class to participate. Provides learning experiences for the students who could not schedule a home economics class. Only dues-paying members are in attendance. Grading is not a consideration. Chapter action can carry over into summer months. Meetings and activities can regularly be held in places other than the school.

Organizing a Chapter

. Contact your state adviser of home economics for information and materials needed to help start a chapter.

2. Discuss with school administrators the advantages of starting a chapter.

3. Discuss the possibilities of starting a chapter with prospective members. (Any student who has taken or is taking a course in home economics or home economics related occupations is eligible to join.) Explain the purposes and give them a basic understanding of the program.

4. Talk with teachers who have a chapter. Take interested students to visit a chapter and talk with their members. (Your state adviser can help you locate a nearby chapter.)

5. Get some students to help make a bulletin board to create interest.

6. Make a decision as to the structure of the chapter. There are many possibilities and the teacher and students should select a structure which best fits their own situation.

7. Think through with potential members what types of leaders and committees they will need to function and determine a procedure for selecting them.

8. Hold an executive council meeting to review the duties and responsibilities of the selected leaders and plan agenda for the first official meeting.

9. At first official meeting, brainstorm to identify concerns and issues of the total membership. Narrow concerns down to ones that can be used as the basis for an in-depth action project. (PROGRAM ACTION IMPACT and HERO PAK IMPACT will be of great help in planning and carrying out this meeting.)

10. Hold a second executive council meeting to plan the agenda to help members organize their ideas into a workable plan for reaching the goals decided upon by the chapter.

11. Discuss the chapter plans with school administrators and invite them to attend the chapter meetings.

12. Have a second official meeting.

13. Pay state and national dues. (An affiliation form is included in the materials sent from the state office.) The chapter will receive membership cards for all affiliated members; a chapter charter; one copy of TEEN TIMES for every five members; one copy of PROGRAM ACTION IMPACT (and HERO PAK IMPACT—if a HERO chapter); and one copy of CHAPTER GUIDES, Sections 1 & 2, *Bylaws, Facts 'n Figures.*

14. Develop chapter constitution and bylaws. Use the national and state bylaws as guides in developing your own.

Other suggestions:

- Make sure all members have the opportunity to develop leadership potential by involving them in the planning and carrying out of the total chapter happenings. The adviser should be the source of help and encouragement for the members.
- Make sure all members have meaningful responsibilities throughout the year. Help structure these activities so individuals experience a growing sense of self-esteem.
- Get leaders in the habit of frequent conferences with you to keep you informed and to make them feel comfortable in asking for help.
- Have leaders and members help you keep a notebook or file of ways to promote the program, to encourage membership, to get financing, to publicize and to identify chapter interests based on home economics curriculum. Categorize the ideas by subject areas. Many ideas come from national and state periodicals and the students themselves.
- Invite the state adviser or a state leader to work with the chapter members and leaders to further understand the organization.
- Relate activities planned by the students into the overall curriculum in your home economics or home economics related occupations class. (Refer to PROGRAM ACTION IMPACT and HERO PAK IMPACT for examples of how to do this.)

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INFORMATION RESOURCES CENTER FOR MENTAL HEALTH AND FAMILY LIFE EDUCATION

IRC RECOMMENDS

New York, New York 10016

Evaluated by the Mental Health Materials Center, 419 Park Avenue South, New York, New York 10016

THE TENEMENT

THE TENEMENT
(40 minutes, black and white, 1967)
Produced and directed by Jay McMullen in co-operation with CBS News.

SUMMARY:
This documentary film, originally produced as a CBS news special, focuses on the nine families (forty-eight children and seventeen adults) living in a delapidated tenement on Chicago's South Side. The film attempts to explain why the people are there, what their plans, hopes, and aspirations are, and what their chances are for reaching those goals.

The cinema-verite interviews shed light on the lives of mothers without husbands with eight to ten children each, of middle-aged men unemployed for years, of young children given responsibilities of adults. As the people talk to the camera, they appear defeated, almost unresponsive in many ways. They explain to the audience that slums are not merely run-down living quarters, they are ways of life, states of mind in which these people have existed for their entire lives.

One resident, commenting on moving his family to a new housing development, states, "They're just moving people from one slum to another." This is hard to believe when one sees the new apartment complexes in the housing development, it is hard to believe until one realizes that, although they are moving families, they are not removing the problems these families struggle with in their day-to-day existence.

EVALUATION:
A very moving study. The observations the young members of the families make are filled with meaning and defeat. And the older people become examples of society's failures.

AUDIENCES AND USES:

- Community action groups – to provide them with an evaluation of the urban renewal problem from the slum dweller's point of view.
- High school sociology classes – as part of a study of community problems and community organization.
- Housing development occupants – to explore some of their shared problems and feelings and to help them plan constructive programs.
- City and housing planners – to establish tenement dwellers' views and opinions and to suggest the need for discussions with dwellers before and during urban planning and renewal.
- Social workers and other welfare workers – to create a better understanding of their clients and the clients' motivations.

ORDERING INFORMATION:
Available from Carousel Films, Inc., 1501 Broadway, New York, N.Y. 10036. Write for regional rental sources. Purchase $240.

PRIMARY AUDIENCE

The general public

READILY UNDERSTOOD BY

Anyone with a basic education

CATEGORY

3. Problem Areas
   i) Urban problems, including intergroup relations —761

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THE RIGHTS OF AGE - A Film

THE RIGHTS OF AGE – A Film
(28 minutes, black and white, 16mm, 1967)
Produced by the Mental Health Film Board. Sponsored by the Pennsylvania Department of Public Welfare, Office of Aging. Written and Directed by Irving Jacoby.

SUMMARY:
Our society tends to ignore the aged "Shut-in" until a dramatic accident is reported. Then one frequently wonders how relatives and neighbors could be so callous as to ignore the needs of these people. In this film an elderly widow residing alone in the family home, much too big and costly to maintain, has a serious difficulty. Long hospitalization and nursing home care follows, leaving a confused old lady anxious about her home and desiring to return. Medical diagnosis makes it clear that her return to her house will be most impractical. Social case work services with the aid of competent legal and financial assistance establish a guardianship for her and persuade her to permit the repair and sale of her large house, which in turn will provide capital for her support in an apartment home for the aged. With choice personal possessions she is able to re-establish her apartment home where ample help and protection are close at hand. A happier future for her remaining years becomes a possible reality. The contrasting circumstances of a score of other aged people having a variety of problems are treated briefly, providing supplemental background.

EVALUATION:
The nature and function of protective social work for aged persons are well defined, and there is a pleasant up-beat tone about the entire film.

AUDIENCES AND USES:

- Community groups, service clubs, Retired Persons Associations, religious bodies
- Social agency boards and professional staffs interested in the extent and nature of protective services needed in a particular community will also want to use this film.

ORDERING INFORMATION:
Order from: International Film Bureau
332 South Michigan Avenue
Chicago, Illinois 60604
Purchase: $185. Rental: $12.50.
Often available on free loan from State Departments of Health or Mental Health.

PRIMARY AUDIENCE

The general public

READILY UNDERSTOOD BY

Its intended audience

CATEGORY

2. Adults
   d) Later maturity and aging

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INFORMATION RESOURCES CENTER FOR MENTAL HEALTH AND FAMILY LIFE EDUCATION

IRC RECOMMENDS

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A DREAM TO GROW ON

A DREAM TO GROW ON
(27 minutes, color, 16mm, 1968)
Produced by the Joseph P. Kennedy, Jr. Foundation.
Written by Herbert J. Kramer with the participation of Mrs. Sargent Shriver and Frank J. Maden, Director of Special Olympics Inc. of Washington, D.C.

SUMMARY:

Nobody denies the relationship of play to the development of mind and body for the child. Recognizing that fact, a new program based on the International Olympics program has been organized to develop the physical competence of mentally retarded children. This new program, known as "Special Olympics," allows the individual child to identify with the world's greatest athletes and motivate his or her own greatest potential in similar competition. In 1968 retarded children and their parents from 26 states and Canada came to Chicago where they were honored by the city and a number of Olympics medalists. *A Dream to Grow On* photographed on site at Chicago's Soldier's Field, imaginatively captures the feeling and the purposes of the program. The social and recreational events of "Special Olympics" provided the children with many opportunities for enjoyment and learning. The preparation for this event back home required many hours of basic training within the limits of each child's ability. When the final event took place each child competed with his peers on an equal footing. This film record ought to stimulate wide participation and broad support for the future national events, planned biennially, and the regional events, which will be held in alternative years.

EVALUATION:

A stimulating film which reminds viewers that mentally retarded children can develop unrealized capabilities if given opportunities to learn within their changing limits under appropriate safeguards.

AUDIENCES AND USES:

- For personnel in schools and hospitals for the mentally retarded.
- For parent associations in schools for retarded children.
- To stimulate interest in the potentialities of retarded children, on the part of the general public.

ORDERING INFORMATION:

Available from Bono Film Service, 1042 Wisconsin Ave., N.W., Washington, D.C. 20007. Purchase: $125.00. Rental: $9.00.

PRIMARY AUDIENCE

Those working with retarded children

READILY UNDERSTOOD BY

Anyone with a high school education

CATEGORY

3. Problem Areas
   f) mental retardation

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INFORMATION RESOURCES CENTER FOR MENTAL HEALTH AND FAMILY LIFE EDUCATION

IRC RECOMMENDS

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HANDLE WITH CARE

HANDLE WITH CARE
(28 minutes, black and white, 16 mm, 1965)
Produced by John Sutherland for the Public Health Service, United States Department of Health, Education, and Welfare. Narrated by Burt Lancaster.

SUMMARY:
The importance of early diagnosis and treatment is increasingly recognized by specialists in determining the proper care and treatment of retarded children. In many parts of the country, mental health and mental retardation centers are being developed to supply information to parents about facilities for helping a retarded child reach the highest degree of physical and mental development of which he is capable, including his capacities for employment and social competence. Such resources for diagnostic service, treatment and care are increasingly available in the home community. *Handle With Care* advises parents against arbitrary institutionalization, and makes them aware of all the community resources that will help their child while he has the loving care of his parents to back him up.

The multiple causes of mental retardation, and its frequency in the population, are discussed. The film explores in detail various treatment and education methods for both trainable and educable retarded children, in such settings as day care centers, parent group schools, special public school classes for slow learners, private schools, special scout troops, and sheltered workshops. Institutions for the severely retarded with physical disability are also presented. Finally, the film encourages communities to develop and maintain centers where the retarded child can be given an opportunity to become a participating member of society instead of being a lifelong dependent.

EVALUATION:
This is a particularly useful introductory film on the subject of mental retardation for the general public. It illustrates the roles of the various professionals in diagnosing the mentally retarded child and planning for his care: the pediatrician, speech therapist, psychologist, social worker, public health nurse, and educational consultant. Thus it is also recommended to inform young people about careers in professions that serve the retarded.

AUDIENCES AND USES:

- Parents of retarded children – to encourage them to seek out community services where they exist, or to help develop services where they do not exist.
- The general public (adults, high school, and college students) – to convey a comprehensive picture of community services for the retarded, and to enlist support for providing additional or improved services.
- New staff members of services and institutions for the retarded – as an orientation film.

ORDERING INFORMATION:
Handle With Care may be purchased at $48.75 from
National Audiovisual Center
Washington, D. C. 20409

It may be borrowed from many state associations for retarded children and from many state departments of health, mental health, or welfare.

PRIMARY AUDIENCE

The general public

READILY UNDERSTOOD BY

Its intended audience

CATEGORY

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3. Problem areas
f) Mental retardation

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A WORLD OF THE RIGHT SIZE - A Film

A WORLD OF THE RIGHT SIZE – A Film
(21 minutes, color, animation, 16 mm, 1968)
Produced cooperatively by the Medical Services Division of Minnesota Department of Public Welfare and the Communications and Community Service Divisions of Nebraska Psychiatric Institute.

SUMMARY:

This attractive animated film presents a broad overview of the nature of mental retardation. Citing case histories, it distinguishes between mental retardation and mental illness, explains the varying degrees of retardation, and emphasizes that the retarded child or

continued on back

EVALUATION:

Imaginative use of the animated cartoon format permits packing a great many facts into a short space of time. There is so much in the film that it should be shown more than one time to any given group. A possible drawback is that the animated cartoon technique tends to depersonalize or "de-emotionalize" the material, preventing the viewer from becoming personally involved in the condition of mental retardation. Nevertheless, the film is valuable for its clear presentation of factual information.

AUDIENCES AND USES:

- High school and college students – to convey information about mental retardation and to stimulate discussion on ways the community can help its retarded. Like its predecessor mental health cartoon film, HOW ARE YOU? (IRC Bulletin #93), this film has been thoroughly reviewed by educational committees and representatives of the Departments of Education of Nebraska and Minnesota. A detailed discussion guide for teachers has been prepared by the producers of the film, and is distributed with each print.
- Adult community groups – to inform them about mental retardation and to enlist community support for day care, sheltered workshops, and other specialized community services for the retarded and their families.
- New employees of institutions and facilities for the retarded – for staff development and orientation.
- Student nurses and teachers-in-training.

ORDERING INFORMATION:

Available in Minnesota from: Minnesota Department of Public Welfare, Film Library, Centennial Building, St. Paul, Minnesota 55101. NO CHARGE.

Available in Nebraska from: Communications Division, Nebraska Psychiatric Institute, 602 S. 44th Avenue, Omaha, Nebraska 68105. NO CHARGE.

Available to users in other states from: Communications Division, Nebraska Psychiatric Institute (see above for address).

Rental: $3 for 3 days' use, $4.50 for one week's use. Sale: $135.

PRIMARY AUDIENCE
High school students

READILY UNDERSTOOD BY
Its intended audience

CATEGORY
3. Problem areas
f) Mental retardation

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SUMMARY: *continued from front*

adult should always be accepted as an individual with needs and potentials, as well as limitations. One of the best things in the film is the way in which it shows how the retarded person often has trouble in learning, applying, and adapting. There is also a comprehensive description of various kinds of community residential and day care services for the retarded. Finally, the film makes a strong appeal to the audience to help and spells out ways – from increased understanding of the problem to volunteer work in facilities for the retarded. A detailed discussion guide is available.

A Portion of the Teacher's Discussion Guide for A WORLD OF THE RIGHT SIZE is Reprinted below:

Before You Begin

In order to lead an effective discussion, you should preview the film before showing it to the students. This will give you an opportunity to select the main points and to better organize your discussion. You will be better able to introduce the film and alert the students to its major points.

If it is possible, show the film twice. The first viewing gives the students a broad overview of mental retardation. During the second showing, the students may want to take notes on important points or to jot down questions.

Inform the students of the discussion period which will follow the film. This will make them more receptive to the film's message, and they will be better prepared to participate in the discussion.

Encourage all the students to take an active part in the discussion. The supplementary information and suggested questions in this booklet may be useful guides for your discussion. Do not be afraid of negative comments or criticism of the film. These views may lead to a lively discussion which will include positive opinions as well as negative.

It might be useful to summarize your comments and those of the class at the end of the discussion in order to emphasize certain points. Another technique would be to ask members of the class to give a synopsis of what they have learned. Through these methods the students will be able to draw conclusions from the facts that have been presented in the film and the discussion should help to clear up any misconceptions they may have.

A Note to the Teacher

Since mental retardation is now regarded as one of the major health problems of this country – an estimated three out of every 100 persons are thought to be retarded – high school students need to learn more about the problem. This film is designed to inform the student about persons who are mentally retarded and to erase the thought that because these retarded persons are simply "different," they should be ignored or immediately placed in institutions.

The film points out that mental retardation can occur in any family – "regardless of social, racial or intellectual background." You can help the student understand that very few types of mental retardation are hereditary. Some types of retardation do recur in certain families, but any family may have a retarded child.

Another important point is that all retarded people are individuals. The film stresses that there are many types and levels of retardation. There is a danger in thinking about retardation as if it were one thing which affects all people in the same way. *One of the most important ideas stressed in the film is that each retarded person should be accepted as an individual* with individual needs and potentials, as well as limitations, and should be helped to develop to the extent of his or her ability.

The distinction between mental retardation and mental illness is also worth noting. Even today there is much confusion between the two terms and it is important to understand the difference. The film brings up the distinction – you may want to expand upon it.

In discussing the portion of the film concerned with detecting retardation, it should be stressed that any one symptom does not mean a child is retarded. A baby who develops slowly is not necessarily retarded – there is no standard measurement for a child's progress in learning basic skills such as walking and talking.

We realize that the subject of mental retardation is a technical one. Continued research is being done in the area of retardation and no one fully understands the total problem. If a discussion of this topic is to be continued in any detail, we suggest that a person knowledgeable in the field be brought into the classroom. Such a person could answer the more technical questions about mental retardation and [illegible] a discussion of [illegible] possible.

NOTE: The balance of the guide consists of detailed information on the nature of mental retardation and community facilities for care of the retarded.

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HOME FOR LIFE

HOME FOR LIFE
(two versions available: 58 minutes and 86 minutes, b & w, 16 mm, 1967)
Produced for the Drexel Home, Inc., by Gerald Temaner and Gordon Quinn at Northwestern University.

SUMMARY:
Until she came to live with her son's family, Mrs. Bertha Weinberg had always been competent and independent. But now, in her 80s, she is a burden—unsatisfactory as a household helper, overprotected, and liable to hurt herself. The family has decided to place her in Chicago's Drexel Home for the aged. Mr. William Rocklin, twice a widower after 25 years and 30 years of marriage respectively, suffers from severe arthritis. Proud, lucid, self-diciplined, he has reached the conclusion that he is no longer able to care for himself alone. He has applied and been admitted to the Drexel Home. The first difficult months in their adjustment to the environment in which they will live out their lives are depicted. Through the varied experiences of Mr. Rocklin and Mrs. Weinberg, the moment-by-moment impact of this wrenching period is explored: moving in, meeting one's 90-year-old roommate, the first medical examination, blackjack-and-eyeshades on Las Vegas Night, the first harrowing visit by one's bustling family, painting and knitting in occupational therapy, morning medication, psychiatric evaluation and counseling, social hour, halting chess as the familiar moves ebb from the mind, visits by campaigning politicians, a session of the elected residents' council, the soft revelation that a friend has died. Clearly, the Drexel Home is a superior institution. Both the scope of the care it offers as revealed in the film and the fact that Drexel officials cooperated in and encouraged the making of this document testify to that fact.

EVALUATION:
As a description of the daily life and activity in a large, well-run home for the aged—and a poignant insight into the feelings of the people who live and work there—the film is outstanding.

AUDIENCES AND USES:

- Ideal for in-service training of professional staff in hospitals and homes for the aged.
- Recommended for all professional audiences concerned with the problems of institutional procedures, patient adjustment, and aging.
- Suitable for non-professional groups, school classes, and general audiences, to promote understanding of old age and homes for the aged.

ORDERING INFORMATION:
Home for Life is available in two versions: 58 minutes (rental, $25; purchase, $250) and 86 minutes (rental, $35; purchase, $350). The distributor is Films Incorporated, 1144 Wilmette Avenue, Wilmette, Illinois 60091.

RIMARY AUDIENCE
The general public

ILY UNDERSTOOD BY
Its intended audience

CATEGORY
2. Adults
d) Later maturity and aging

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